

Institutional Accountability Plan and Report 2019/20 Reporting Cycle

Prepared by the UFV Office of Institutional Research and Planning



UNIVERSITY
OF THE **FRASER VALLEY**

FROM THE OFFICE OF

Dr. Joanne MacLean
President & Vice-Chancellor



July 3, 2020

Honourable Melanie Mark, MLA
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Melanie Mark,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Plan and Report for the 2019/20 reporting cycle.

The University of the Fraser Valley, like all Canadian universities, is working to contain the outbreak of coronavirus while allowing its students to continue their studies. The safety of our students, faculty, staff, and the entire UFV community is our highest priority. UFV has a website that provides updates, guidance, information, and resources to the university community. The coronavirus disease will be a factor in our lives for the foreseeable future. We are committed to helping limit the spread of COVID-19 by following the direction of B.C.'s Public Health Officer, Dr. Bonnie Henry, while still continuing to provide students with an exceptional educational experience.

The university is carefully monitoring the effects of the health situation on enrolments. Compared to last year, summer 2020 international enrolments are down while domestic enrolments are up, resulting in total registrations being up 16%. It is difficult to forecast fall 2020 and beyond since the health situation is still largely unknown. Our expectation is that the current trend will continue: strong numbers for domestic and returning international students, significantly reduced numbers of new international students.



OFFICE OF THE PRESIDENT & VICE-CHANCELLOR | 33844 King Rd., Abbotsford BC V2S 7M8

TEL 604.864.4608 | TF 1.888.504.7441 x 4608 | FAX 604.853.7341 | ufv.ca

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In fiscal 2019/20, for the second year in a row, UFV saw an increase in the number of domestic students. We are pleased to see students choosing to come to UFV, it well reflects our mission of engaging learners, transforming lives, and building community. The number of international students also increased, by more than 400 FTEs over the previous year. The university has in place plans and strategies to ensure a balanced approach to international student enrolments. Our goals are to ensure we maintain academic excellence while providing an outstanding educational experience to all of our students.

UFV is in the second phase of its integrated strategic planning process—the Development of Strategic Goals and Imperatives. The integrated strategic planning process is being led by UFV’s President and Vice-Chancellor, Dr. Joanne MacLean, and Dr. James Mandigo, its new Provost and VP Academic. The integrated strategic plan will articulate our purpose and our aspirations, provide guidance on where to focus our efforts and our resources, and identify metrics to assess performance.

In fall 2019, Dr. MacLean formed a President's Task Force on Equity, Diversity, and Inclusion (EDI) to provide an environment at UFV that supports and creates best practices, policies, and pedagogy for EDI. UFV recognizes the importance of diversity: diversity in ideas, in viewpoints, in cultures, and in lived experiences. Our newly established value of Inclusivity reflects this: We welcome everyone, showing consideration and respect for all experiences and ideas.

UFV continues its efforts to Indigenize the university, and answer the Truth and Reconciliation Commission of Canada’s Calls to Action. *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*, serves as the guide for Indigenization at the university. Further information on the TRC’s Calls to Action and Indigenization activities at UFV are included in Appendix B of the report.

We are proud to have met, and in many cases exceeded, the performance measures established by the Ministry. We are especially proud of our continued commitment to our communities and to the Indigenization of our university. We continue to deliver a balanced budget and meet our financial targets and confirm our commitment to the Taxpayer Accountability Principles.

In accordance with Ministry expectations and the institution’s governance structure, the Board Chair and President are accountable for the Institutional Accountability Plan and Report. We are pleased to sign on behalf of the University of the Fraser Valley.

Sincerely,



Nash N.S. Gill
Chair, UFV Board of Governors



Dr. Joanne MacLean
President and Vice-Chancellor



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1. Strategic Direction and Context

1.1 Strategic Direction

1.1.1 General Overview

The University of the Fraser Valley, a member of the Universities Canada organization, is a public teaching university. With campuses nestled in the beautiful Fraser Valley, the university sits on the traditional, unceded lands of the Stó:lō Nation. Its largest campus is located in Abbotsford—a picturesque and welcoming community surrounded by agricultural activity and within close proximity to local mountains, the Pacific Ocean, and the US border. Our passion and commitment towards engaging learners, transforming lives, and building community is ever present in all that we do, striving to be known as a gathering place for learners, leaders, and seekers.

The university's scope is both local and global. The university provides post-secondary education for residents of the Fraser Valley, as well as students from around the world, with campuses and locations in Abbotsford, Chilliwack, Mission, and Hope, along with a presence in Chandigarh, India. UFV is nationally recognized for student success, an excellent learning environment, creative integration of programming, and its work and collaboration with local communities. UFV holds four-star status with QS World University Ratings, a prestigious international post-secondary rating system that helps students choose the university that best fits their needs.

With some 16,000¹ students enrolled this year, UFV teaches students from B.C. and across Canada, as well as a large number of students from abroad. For the sixth year in a row, UFV was named as a top employer in B.C. Over the last year, more than 1,500 people were employed by the university, making an important contribution to the economy of the Fraser Valley. This includes some 350 permanent teaching faculty members, almost half of whom hold doctoral degrees.

UFV produced over 9,700 Full Time Equivalents (FTEs) this year, with more than 2,400 of those coming from international students, and 749 funded by the B.C. Industry Training Authority. UFV produced 6,628 domestic FTEs towards a Ministry of Advanced Education and Skills Training target of 6,720 yielding a 98.6% utilization rate—1.3% higher than the previous year. Across all funding categories, UFV saw an increase of 218 domestic FTEs (3.0%) over the previous year.

This year marks changes to activity on the campus in Chandigarh, India. In fall 2019, the transition of UFV India Global Education (UIGE) to Fraser Valley India (FVI) began. The new FVI is a separate legal entity from UFV and new students to the Chandigarh campus now enter as FVI students. Over the next few years, as existing UIGE students complete their studies, UFV will see a gradual decline in the number of international student registrations from the Chandigarh campus. FVI students in Chandigarh are not included in the submissions to the Ministry of the Central Data Warehouse or the FTE Reports. As was the case with UIGE students, FVI students will have the option to transfer to UFV to complete their program of study in Canada.

¹ This is for fiscal year 2019/20. Most data in this report is by fiscal year, we note occurrences where this is not the case. Student data in Section 1.1.1 is from the Central Data Warehouse (CDW), save for the FVI students in Chandigarh, India.

For 2019/20, UFV had 13,561 domestic, 2,357 international (Canada) and 307 international (UIGE Chandigarh) students enrolled, for a grand total of 16,225 unique students. In Chandigarh, FVI welcomed 40 new students in its inaugural 2019/20 year. For the remainder of this report, unless noted otherwise, reported student activity is that produced by domestic and international students at a UFV campus in Canada.

UFV continued to see tremendous growth in the number of international students; international FTEs increased by 448 this year over last (27.7%). India (77.1%) continues to be the largest contributor of international students at UFV, followed by China (9.9%), Vietnam (1.6%) and Japan (1.2%). The large number of international students studying at UFV support UFV's strategic goal of bringing the world to the Fraser Valley, and the Fraser Valley to the world.

UFV offers certificates, diplomas, master's degrees, graduate certificates, post-baccalaureate certificates, a post-diploma certificate, and 19 bachelor's degrees in over 35 subject areas. These programs, in combination with a variety of majors, minors, and extended minors, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs, English Language Studies programs, and a vast selection of Continuing Education programs and courses. UFV's diverse programming ensures the university meets the varied educational needs of people in its community while acting as a leader in the development of the Fraser Valley.

The university is engaged in several planning projects that address important, current issues. First and foremost, UFV is in the second phase of its integrated strategic planning process—the Development of Strategic Goals and Imperatives. The integrated strategic planning process is being led by UFV's President and Vice-Chancellor, Dr. Joanne MacLean, and Dr. James Mandigo, its new Provost and VP Academic. Dr. Mandigo comes to UFV from Brock University where he held the position of Vice-Provost, Enrolment Management and International. Second, in response to the large increase in international student enrolments, the university has established several International Student Enrolment Goals, along with an overall international enrolment target. Third, in fall 2019, Dr. MacLean formed a President's Task Force on Equity, Diversity, and Inclusion (EDI) to provide leadership in creating and fostering an environment that supports and creates best practices, policies, and pedagogy for EDI. Finally, UFV continues its efforts to Indigenize the university, and answer the Truth and Reconciliation Commission of Canada's Calls to Action. *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*, serves as the guide for Indigenization at the university. Further detail on these, and other, projects is provided in Section 1.1.4 University-wide Projects.

UFV employees, students, and RBC employees gathered to celebrate the grand opening of the Centre for Experiential and Career Education (CECE) and the \$300,000 investment from the RBC Future Launch program in November. The university wants to ensure that all students have the chance to integrate career-related planning and experience into their education, and RBC's Future Launch program donation is helping to achieve that goal. Through the initiatives and services provided by CECE, many more UFV students will get the chance to integrate experiential learning into their education.

This year, the Abbotsford campus is undergoing a Building Renewal Project which will bring substantial improvements and upgrades to two of its buildings. Work on Building A began in fall 2019, and is expected to be complete by fall 2020, with the work on Building D to follow. UFV is utilizing the recently purchased and renovated Building K as swing space, to provide classrooms and offices to students and

staff who are temporarily displaced during renovations. The grand opening for Building K was held in January, with a ceremony grounded in Stó:lō cultural traditions.

The university installed a solar thermal collector (solar wall) on the Athletic Centre of the Abbotsford Campus in March. This is UFV's most recent climate action achievement—lowering our carbon footprint through the adoption of technology, investment in innovation, and deliberate design. UFV has been carbon neutral for the past decade, and has reduced carbon emissions significantly by building retrofits, improved building management, increased use of technology, and experimentation. The university, with its engaged and proud student and employee base, strives to be a leader in the environmentally responsible development of its local communities.

Applied research at the university continues to impress for its relevance to undergraduate education and its involvement and engagement of students. While COVID-19 may be keeping us apart, it did not stop the university's Research Office from giving students the opportunity to showcase their research at UFV's annual Student Research Day. This year's event was held digitally on the UFV Research Office website where 92 research posters, representing the work of 189 UFV students from a variety of disciplines, were displayed.

The University of the Fraser Valley brings together the people living in our communities and provides them with opportunities for development and self-actualization. We have brought students and civic problem solvers together through CityStudio, making Abbotsford one of only eleven cities in the world to have started a CityStudio program. We offered lectures on topics as diverse as building business and community through authentic relationships, the conversations we don't have, the use of forum theatre in Indigenous context, getting beyond polarized politics, and Abbotsford legend Irene Kelleher—the first B.C. woman of Indigenous heritage to earn a teaching certificate. We connected with our communities through forums on topical issues, author readings, participation in the Moose Hide Campaign, a Town and Gown night that raised \$245,000 for student scholarships, conferences, dental and flu clinics, theatre productions, the Fraser Valley Literary Festival, and our sponsorship of the Abbotsford Air Show.



Canada Education Park Campus, Chilliwack

Box 1: Stó:lō Ceremony Officially Opens Building K

UFV's newest building was formally opened on January 10 with a ceremony grounded in Stó:lō cultural traditions.

Building K, the former Phoenix restaurant and Finnegan's pub that UFV purchased from the Esposito family in 2018, has been transformed into a classroom and lab complex after a major renovation. A total of 10

classrooms, two drop-in student labs, and one meeting room have shifted into the renovated and renewed Building K, bringing students, staff, and faculty from multiple departments into new spaces.



At the opening ceremony, following Stó:lō protocols, witnesses were called to observe the ceremony and share their insights about the new building and the work that went into the transformation. Witnesses included carver Rocky LaRock, UFV President Joanne MacLean, UFV janitorial coordinator and Haida Nation member James White, SUS President Tripat Sandhu, associate director of building systems Sheldon Marche (who is Qualipu from the

Mi'kmaq in Newfoundland), and Provost James Mandigo.

Representatives of the companies and departments involved in the renovation were thanked and honoured at the ceremony. A "family," consisting of representatives of UFV, ceremonially thanked the people who worked to complete the building renovation. Those

honoured included Mark Goudsblom and Shelley Young of Facilities Management, Dean Christensen of ITS, as well as Dennis Kushminder and Kyle Shultz of Chandos Construction, who represented the contractors.

Terrington Prest was the traditional host for the ceremony. Stó:lō drummers also took part. Josephine Charlie and Shirley Hardman of UFV ensured that proper Stó:lō protocol was followed.

Companies involved in the renovation included Chernoff Thompson Architects; DIRT, a manufacturer of modular walls; Chandos Construction; Williams Engineering; and Heritage Furniture.



1.1.2 Integrated Strategic Planning Process 2020: Engaging Learners, Transforming Lives, Building Community

UFV is in the second year of a two year integrated strategic planning process. As our roadmap to the future, the integrated strategic plan not only articulates our purpose and our aspirations, it also guides our decisions on where to focus our efforts and our resources, and identifies the signals that tell us when we have accomplished our goals. A website dedicated to the integrated strategic planning process was created to provide updates and inform the UFV community of opportunities to participate and contribute to the process.

<https://www.ufv.ca/strategic-planning/progress-updates/>

The integrated strategic planning process consists of four phases: visioning, strategic planning, implementation, and monitoring. Last year the university undertook visioning and in this way set its vision, mission, and values. This year, the university is engaged in strategic planning to determine its strategic goals. Together, the visioning and strategic planning will form the new integrated strategic plan for the university.

Below we describe UFV's new Vision, Mission, and Values and provide an update on the work towards strategic goals. Later, in Section 2.1, Goals and Objectives, we present UFV's current strategic plan, which will remain in place until the new plan has been formally approved and implemented.

1.1.2.1 Phase 1, Visioning: Setting the Vision, Mission, and Values

The mission, vision, and value statements were finalized and made known to the UFV community in the fall of 2019. The statements were translated into Halq'eméylem—the upriver dialect spoken by the Stó:lō, the people of the river, who occupied the land on which UFV is located before Canada was formed. UFV also decided to use a visual metaphor to represent our vision, mission, and values, the tangram. A tangram is a puzzle made up of seven basic shapes: five triangles, a square, and a parallelogram. Like the building blocks of a UFV education, tangram shapes can be assembled into thousands of unique configurations and results, reflecting how a single institutional vision can embody many experiences, perspectives, and outcomes. The UFV community embraced these new statements and has begun to integrate them into their daily worlds with various branding initiatives such as screen savers, electronic signatures, and letterheads.

<https://www.ufv.ca/about/vision-mission-values/>



UFV Integrated Strategic Planning Phase 1, Visioning Town Hall

Our vision

UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

A vision statement describes what we want to become in the future in a way that challenges and inspires us.

Our mission

Engaging learners, transforming lives, building community.
yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

A mission statement communicates in a single sentence who we serve, what we do, and what impact we make.

Our values

Integrity | letse o sqwelewel

We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.

Inclusivity | lexwsq'eq'ostexw

We welcome everyone, showing consideration and respect for all experiences and ideas.

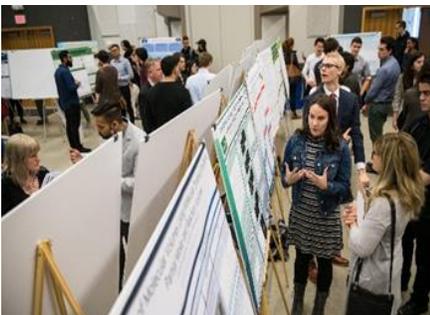
Community | st'elt'elawtexw

We cultivate strong relationships, acting as a hub where all kinds of communities—educational, scholarly, local, global, and cultural—connect and grow.

Excellence | ey shxweli

We pursue our highest standard in everything we do, with determination and heart.

Values are the core beliefs and guiding principles governing daily behavior, communication, decision making, and leadership within an organization.



1.1.2.2 Phase 2, Strategic Planning: Determining Strategic Goals and Imperatives

UFV is nearing the conclusion of the second and final phase of the integrated strategic planning process which focuses on the development and articulation of our aspirational goals and the strategies that will accomplish these goals. The current phase is being led by Dr. James Mandigo, Provost and Vice-President, Academic, and is supported by a working group, stakeholder group, and thought leadership groups.

UFV's work on the second phase of the integrated strategic planning process is directed by the following guiding principles:

- Honouring our commitment to the Fraser Valley.
- Building off of UFV's successes and strengths.
- Making use of, and building from, UFV's Visioning process as well as the Vision 2025 process.
- Using our Mission, Vision, and Values as the foundation of our plan.
- Reflecting the future of higher education.
- Establishing no more than five overarching institutional goals.
- Providing a clear pathway for the future of UFV.
- Consulting with the UFV community and its key stakeholders throughout the Fraser Valley.
- Engaging and supporting the UFV community in order to make the necessary changes to implement the strategic plan.

The second phase began in September 2019 when a working group was formed and tasked with developing the planning process and providing logistical support. The tasks and timeline were developed and Town Hall meetings, hosted by Dr. Joanne MacLean and Dr. James Mandigo, were held in October in both Abbotsford and Chilliwack. These Town Hall sessions were dedicated to discussing the integrated strategic planning process and were well attended by the UFV community. In November, UFV sponsored a presentation from Ken Steele of Eduvation who provided an overview on the future of higher education to the UFV community.

In December, key pieces of information were distributed to the UFV community to further assist with the planning discussions, including a foundations document and an environmental scan. The foundations document lays the groundwork for integrated strategic planning by providing the background needed to make informed decisions about UFV's strategic direction. The environmental scan compiles relevant internal and external data from a variety of sources in order to evaluate current and future factors that will affect UFV and the planning process. Other relevant information was also gathered and provided on the website as a resource for the UFV community.

In early 2020, two additional groups were formed to support and guide the process. First, the thought leadership group was formed; this group includes faculty members that will provide insight and advice on innovation in post-secondary education. Second, a stakeholder group was established which includes representation from each of UFV's key stakeholders. Initial draft goals were created and these groups, along with existing governing committees, were consulted for input and feedback. Further revisions were made, and the consultation continued to the broad community using an online survey. The survey respondents indicated a high level of agreement on all three of the draft goals. In April, the stakeholder

group met to consider the feedback from the survey and made further revisions to the goals. These goals are now posted on the website and will be used as the basis for developing the specific and measurable strategic imperatives that will provide guidance for the next several years and ensure progress is made towards reaching our longer term vision.

Next Steps

The original timeline to complete the second phase of the integrated strategic planning process was modified due to COVID-19 closures and the inability to meet face-to-face. However, this work has only been temporarily postponed and is now scheduled to be held in a virtual format in early June.

The third phase will be rolled out this coming fall. During this phase, UFV faculties and departments will complete unit-level planning to align with UFV's institutional goals and strategies. Each faculty, unit, and department will identify the actions they plan to take, the resources required to be successful, and the measures that will be used to monitor our achievement. Budget and resource planning will also be conducted to ensure that we can fulfill the commitments made in our integrated strategic plan.

The fourth phase will begin in early 2021 and will continue through the life of our integrated strategic plan. This phase will require us to track and monitor our progress and adjust our plans as required by our evolving situation.

1.1.3 UFV's Response to COVID-19

Universities around the world, including UFV, are working to contain the outbreak of coronavirus while allowing their students to continue their studies. The safety of our students, faculty, staff and the UFV community is our highest priority. UFV has a website that provides updates, guidance, information and resources for students, faculty, and staff. <https://www.ufv.ca/coronavirus/>

To proactively reduce the overall footprint on its campuses and increase social distancing, the University of the Fraser Valley, like other post-secondary institutions across B.C., changed the method of course delivery for the end of the winter semester, the current summer semester, and the upcoming fall semester. Starting on March 23, most classes at UFV moved to a remote learning format. Remote learning has continued into the summer, and nearly all courses will be delivered in an online format for the fall 2020 semester. Any classes that cannot be delivered online will be deferred to January where possible. If rescheduling is not possible, UFV will consider face-to-face instruction as long as we are able to assure the safety of our students and faculty, and adhere to directions from the Public Health Office.

Many people contributed to the work required to keep the university functioning and to enable students to seamlessly transfer to online instruction. Faculty needed to move their lectures, assignments, and



*UFV Class of 2020 Bachelor of Science in Nursing
Student Amy Mueller*

exams to a remote learning format; students had to arrange to be able to study from home; and staff and administrators needed to make remote work arrangements. Teaching and Learning worked tirelessly to help faculty quickly and effectively move their courses online. Two other service offices that were on the front line of this change were Human Resources (HR) and Information Technology Services (ITS).

Human Resources quickly developed a process, which includes regular updates and renewals, for remote work plans for staff across UFV. This allowed staff and administration to continue to keep normal business hours while working remotely. Employees who are sick, or feel that they may have been exposed to COVID-19, are asked to stay home. HR has undertaken several activities to help the UFV community deal with the health crisis. These include a “Let’s Talk” session twice a week for senior managers where information is provided by ITS, Finance and Human Resources; a partnership with the Marketing and Communications Department to provide increased positive communication during this challenging period; and a learning series for staff and faculty that has provided over 50 professional development learning opportunities that have attracted some 1,000 individual registrants.

IT Services and the Business Transformation Office responded rapidly to the challenge of moving to remote study, teaching, and work for UFV’s students, faculty and staff. A process was developed to assess requests for technology and system access to facilitate remote work. Over 450 technology assessments were complete and within a two-week period all UFV employees were able to function effectively from home with access to critical business systems. To secure remote connection, ITS deployed a more robust remote desktop infrastructure for staff to connect to on-campus network resources, implemented Microsoft Teams to allow for remote collaboration and engagement, provisioned over 300 BlueJeans video conferencing accounts, and upgraded and extended the telephony system to allow critical front-line staff to support students, faculty, and staff from home. Documentation and training videos were created to engage staff in self-service support and to allow them to learn how to best use the new tools and functionality. To allow students access to critical software only available in physical computer labs on campus, a new tool was implemented that permits users to remotely connect to all windows computer labs and use the specialized software available there. ITS has also worked with many software vendors to provide students free access to otherwise expensive software.

The university is carefully monitoring the effects of the health situation on enrolments. Compared to last year, summer 2020 international enrolments are down 7%; this is comprised of returning international students which are up 20%, while new international students are down 80%. Domestic registrations are up 25% for the summer, resulting in total registrations being up 16%. It is difficult to forecast fall 2020 and beyond since the health situation is still largely unknown. For fall 2020, our forecasts for international students indicate a large decline in new students, a flat number for returning students, leading to modest decline in total international students. For domestic students, we anticipate numbers similar to the previous year, though we are unsure what effect remote learning will have on how many courses students choose to take within a term.

The coronavirus disease will be a factor in our lives for the foreseeable future. The first priority guiding our decision making is the health of our students, faculty, staff, and broader community. We are committed to helping limit the spread of COVID-19 by following the direction of B.C.’s Public Health Officer, Dr. Bonnie Henry. UFV’s commitment to dealing with the pandemic is evident in what Dr. MacLean wrote early in the crisis, “As we have done many times in our past, UFV will adapt to this challenge and find unique and innovative ways to fulfill our mandate and continue educating. We will continue engaging learners and transforming lives.”

1.1.4 University-wide Planning Projects

In addition to the integrated strategic planning project, the University of the Fraser Valley is engaged in a variety of planning initiatives; we detail several university-wide planning projects below.

1.1.4.1 Indigenization at UFV

Indigenization is a strategic priority of the University of the Fraser Valley. Board Policy 200.05 states:

Fulfilling Our Commitment to Aboriginal Peoples, UFV embraces its responsibility to peoples of Aboriginal ancestry to provide respectful, relevant and responsive post-secondary education and training that support their personal development, career success, and their participation in the social, cultural and economic development of our communities. The University is also committed to promoting knowledge of and respect for Aboriginal history, language, culture, values and Indigenous ways of knowing in its educational, research and service programs, and to including Aboriginal voice in its planning and decision making.

UFV's academic direction is set in its Education Plan 2016-2020. Goal Four of this plan is to *Develop Local and Global Citizenship:*

... Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department and service area, through the inclusion of Indigenous content, perspectives, and ways of knowing.

To guide Indigenization at the university, UFV relies on its guide to Indigenization, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*.

The *Lálém ye mestíyexw* makes five major recommendations:

1. Create an Indigenous organizing structure for UFV.
2. Create a new position of Si:yam, Halq'eméylem for "trusted leader." The Si:yam ensures coordination among various aspects of Indigenization.
3. Create a new position for administrative support.
4. Create a new position of Director of Indigenized Curriculum and Programming.
5. Develop a strategy to consolidate and intensify recruitment and retention of Indigenous faculty, staff and administrators.

The full document is available at

<https://ufv.ca/media/assets/indigenous-affairs-office/Lalem-ye-mestyexw-Consultation-Feb-2019.pdf>

A detailed account of UFV's Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples is provided in Appendix B – Mandate Priority #1 Progress Report, Progress on Truth and Reconciliation.



Indigenous Graduation Ceremony, Convocation 2019



Master Carver Francis Horne Sr. Honorary Doctor of Letters Degree Recipient, Convocation 2019

1.1.4.2 UFV International Student Enrolment Goals

UFV continues to see large increases in the number of international students. The university has responded by putting into place enrolment goals and is monitoring processes and services to ensure the success of these students and their integration into university life. In winter 2020, UFV established seven international student enrolment goals:

- To increase diversification of international students across the institution.
- To ensure a balance of international and domestic students across the institution.
- To more accurately reflect institutional resources, program capacities, and student support needs when setting enrolment goals.
- To better manage enrolment and our resources and plan for future targets and needs.
- To decrease UFV's risks related to international student admissions and enrolment.
- To increase campus readiness for growing student diversity.
- To ensure UFV upholds its core values while fulfilling its mission and striving to achieve its vision.



New Student Orientation, 2019

The university has also set an overall enrolment target for international students to not exceed 25% of enrolments.

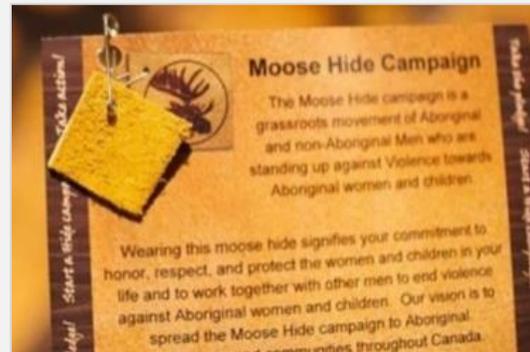
Box 2: Anti-violence Moose Hide Gathering February 24

Although all people, regardless of gender identity or expression, may experience violence and abuse, Indigenous women and children are disproportionately impacted.

This February, UFV took a stand to prevent violence against women and children by participating in the Moose Hide Campaign.

From Feb. 10-27, UFV students, staff, and faculty learned more about the Moose Hide Campaign at information tables across our campuses. On Feb. 24, all UFV community members were invited to the UFV Moose Hide Gathering from 10 am-2 pm in the Gathering Place (A1457) on the Chilliwack campus at Canada Education Park. This event included a livestream of the Moose Hide Walk to End Violence Against Women and Children in Victoria, B.C. The walk was also livestreamed in the SUB Atrium on the Abbotsford campus.

The Moose Hide movement was founded by Raven and Paul Lacerte during a hunting trip on their traditional territory in northern B.C. near the Highway of Tears, where dozens of women have gone missing or been found murdered. In the initial stages of the campaign, Indigenous men were invited to take a pledge to “speak up and take action” against intimate partner violence and child abuse; wearing a small square of moose hide pinned to their shirt would be a sign of their pledge and solidarity. Since then, the Moose Hide Campaign has expanded its message to encourage people of all gender and ethnic identities to become involved.



In an effort to further support this cause, UFV also collected donations of new toiletries and new or gently used clothes for the Ann Davis Transition Society, SARA for Women, and A:yelexw Centre for Hope and Healing—three local organizations that help women and children escape from abuse and violence.

Participating in the Moose Hide Campaign is one way for the university to demonstrate its commitment to implementing the Truth and Reconciliation Commission’s (TRC) Calls to Action and to creating a safer, more inclusive community.



More information about the Moose Hide Campaign is available at <https://moosehidecampaign.ca/>

1.1.4.3 President's Task Force on Equity, Diversity, and Inclusion

Inclusivity is a core value for UFV. The university welcomes everyone and shows consideration and respect for all experiences and ideas. In 2017, UFV, along with other Canadian universities, committed to implementing seven inclusive excellence principles to advance equity, diversity, and inclusion. These principles include a commitment to develop an action plan and to integrate equity, diversity, and inclusivity into all that we do. This effort is supported by a five-year action plan developed by Universities Canada.

In fall 2019, Dr. Joanne MacLean formed the President's Task Force on Equity, Diversity, and Inclusion (EDI) to provide leadership in creating and fostering an environment that supports and creates best practices, policies, and pedagogy for EDI. This task force focuses on identifying and eliminating barriers blocking career advancement, recruitment, and retention of underrepresented groups in our organization. Over 40 faculty and staff responded to the call and a task force was formed with sixteen people selected to represent the UFV community.

The task force has developed terms of reference outlining its purpose, scope, and membership. UFV's EDI Guiding Principles provide a lens to help ensure the university's policies, programs, and practices support and advance EDI at UFV. A website has also been created to post EDI-related resources. <https://www.ufv.ca/president/presidents-task-force-on-equity-diversity-and-inclusion/>

1.1.4.4 UFV's Education Plan 2016 – 2020

UFV's Education Plan 2016-2020 seeks to shift educators' gaze squarely onto the aspirations of the learner. Such learner-centred education entails using emerging technologies and flexible approaches that cut across traditional boundaries to allow learners to shape their own education. The Education Plan casts this vision in the form of five goals:

- 1. Prioritize learning everywhere.** UFV values the learning of faculty, students, staff, and community no matter when, where, or how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse, requiring diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV.
- 2. Commit to flexibility and responsiveness.** UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.
- 3. Collaborate across boundaries.** UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.
- 4. Develop local and global citizenship.** At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the

unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. It informs every course and department through the inclusion of Indigenous content, curriculum, and ways of knowing.

5. Integrate experiential learning. UFV will ensure opportunities to incorporate experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.

1.1.4.5 Strategic Research Plan 2016 – 2020

The University of the Fraser Valley is a teaching university, but one which sees teaching and research as interconnected. Having faculty who are active in publishing research and engaging in scholarly work yields faculty who are better able to facilitate learning and teach students. Further, active research and scholarship creates opportunities for students to become involved as volunteers or paid assistants, providing an experiential learning opportunity, learning not only the material that is the focus of the research, but also the skills of research and scholarship.

The plan focuses on six routes to encourage research and scholarship:

1. Facilitating the integration of research and teaching and increasing the number of research opportunities for students.
2. Promoting and supporting the research, scholarly and creative activities of faculty members.
3. Enabling research and scholarly activity that is imaginative, innovative and/or entrepreneurial.
4. Supporting and enabling research and scholarly activity grounded in the university's regional setting.
5. Developing multi-disciplinary and collaborative research programs.
6. Cultivating new directions in research and scholarly activity that build on existing expertise while responding to changing economic and technological contexts.

The plan targets five research themes that fit UFV's mission as identified in its strategic and education plans. Each theme is broad enough to support multi-disciplinary approaches, and each is connected to UFV's strengths and the values and interests of the people of the Fraser Valley.

Those themes are:

- Community, justice, and cultural engagement.
- Environment and sustainable development.
- Human development, health and well being.
- Teaching, learning, and cognition.
- Technology, modelling and applications.



Undergraduate Research Excellence Awards Program, 2019

1.1.4.6 UFV Capital Plan

UFV's 5 Year Capital Plan aims to transform our campuses to flexible, tech-enabled spaces that encourage connection, collaboration, innovation, and problem solving; the spaces need to be relevant to learning and to the changing needs of learners. The transformation focuses on renewing our buildings and fits with our commitment to modelling sustainability and fully utilizing our assets to facilitate learning. The plan addresses deferred maintenance and safety in failing buildings, renewing technology infrastructure and further developing technology enabled spaces that meet the needs and expectations of learners, and refitting buildings to create relevant and exciting learning spaces for students to connect and collaborate. Priorities in the plan that involve additional space for the university include student housing and the expansion of a current building on the Abbotsford campus.

1.1.5 Quality Assurance

1.1.5.1 Program Review

The University of the Fraser Valley is committed to offering academic programs of the highest quality and standard. UFV's Academic Program Reviews policy requires that all academic programs and units normally be reviewed every seven to eight years. In accordance with the policy, there exists a multi-year plan for the review of academic programs and units at UFV. The Program Review is the central moment in an ongoing process of program monitoring and improvement. All aspects of this process share the same aim of strengthening a culture of continuous improvement throughout the institution.

In 2020/21, UFV is participating in the Quality Assurance Process Audit (QAPA) introduced by the Ministry of Advanced Education, Skills and Training in 2016. The QAPA will focus on UFV's internal processes for the review of existing programs and development of new programs, with the goal of strengthening and improving processes where beneficial, as well as identifying leading policies, procedures, or practices that might be shared with other post-secondary institutions in B.C.

1.1.5.2 Program Development

UFV supports the development of programs that meet its institutional goals and priorities as articulated in UFV's Vision, Mission and Values, Strategic Goals, and in its Education Plan 2016-2020. UFV is located on traditional Stó:lō territory and is committed to Indigenization of the curriculum, an important part of program development. UFV is also currently engaged in the process of renewing the institution's integrated strategic plan which, once implemented, will inform new program development going forward. Many elements are considered when a new program is being developed at UFV. These include degree quality standards established by the Ministry of Advanced Education, Skills and Training; social and economic benefits to the community and the province; institutional mandate and priorities; comparable and related programs in the provincial post-secondary system; labour market needs and employment opportunities; Institutional Learning Outcomes and program learning outcomes; student outcomes and student demand; faculty and program capacity; and library resources. The program development process includes several forms of resource and budget analysis, along with internal and external consultations. The university has official policies on undergraduate and graduate course and program approval as well as a related Program Approval Process; together, these lay out the steps in the development and approval of a full program proposal. UFV's Program Development Office provides assistance and advice to faculty, staff and administrators who are considering, or engaged in, the development of new academic programs at UFV.

Box 3: *Lost Feast*—Newman’s Latest Research Focuses on Price of Food Extinction

If you could go back in time, what would you do? Food expert Lenore Newman would travel to ancient Rome and try silphium.

It’s an herb that was “loved to death” by the Romans, and it’s not the only vanished victual featured in *Lost Feast*, Newman’s new book about extinct animals and plants that were once on our dinner tables.

“I would have loved to have tried silphium,” she notes. “The Romans used it in almost every dish, and they ate it to death.”



There were also passenger pigeons, once so plentiful that the North American sky was full of them. The last of the species perished in captivity in 1914 after overhunting diminished the wild population. The tourtiere we enjoy today as a meat pie was originally stuffed with pigeon. The passenger pigeon was also a dinner staple in other forms, such as roasted with vegetables.

And then there are aurochs, predecessors to today’s cattle, which roamed wild in central Europe until hunting and farmland encroachment rendered them extinct in the 1600s.

Newman, who holds the Canada Research Chair in Food Security and Environment at UFV, sees parallels between food extinctions of the past and species in peril today. And her current research focuses on mitigating species loss.

“We have to ask: what has changed in our own food security systems to reduce the risk of species loss? Our most plentiful bird went

extinct from over-harvesting. We can compare that to today’s modern fisheries, who also travel in groups, like the flocks of pigeons did, and are easy to capture en masse. We worried that the Atlantic cod would go extinct, but we’re starting to learn some lessons about protecting species. Did we learn them in time for the salmon and the bluefish tuna? We will have to see, and ensure that we do take the right steps.”

Climate change will also affect food security and production in Canada and globally, Newman notes.

She has some advice for consumers who want to help avoid the loss of food species.

“First of all, green up your dinner table. You don’t have to go completely vegan, but minimize meat consumption. I love to eat beef and dairy but cows are really intensive users of our agricultural land, and as a result of my research I have consciously chosen to reduce meat consumption. We can do so much more with our farmland if we free some of it up from the demands of the cow.”

Land for grazing animals takes up 25 percent of the world’s not glaciated land surface, Newman notes.

Plant bee-friendly plants such as lavender and bee balm, even on your condo balcony.

And don’t use herbicides, which are damaging to the bee population, in your yard and garden.

“We really need to take care of our bees. They need flowers to eat and the opportunity to pollinate. And our crops need them.”

Buy heirloom vegetables from farmer’s markets to ensure genetic food diversity.

“We need the genetic diversity to ensure we have crops that are adaptable to climate change. Locally, we are blessed with great agricultural land and plentiful food production, but I am seeing the effects of climate change in British Columbia—too much heat for some crops, soil degradation, new diseases, and more flooding, due to short, intense bouts of rain.”

Support agricultural innovation.

“It’s great to see a revival of the hops industry in a really locally focused way,” Newman says. “And there is some really neat greenhouse technology and innovation emerging. Farming is even moving indoors as a response to climate change. Berry farmers are starting to ask why not grow berries indoors, if we can grow peppers in greenhouses?”



In *Lost Feast*, Newman features an interview with UFV colleague Tom Baumann, a professor in the Agriculture program, whose research focuses partially on rediscovering and cultivating unusual berries.

Newman is in her second stint as a Canada Research Chair at UFV. The first focused on investigating Canada’s foodways, or how food defines Canadians and their culture, and how cuisine shapes identity. She also looked at environmental and social threats to food sustainability. This resulted, among other things, in *Speaking in Cod Tongues*, her well-received book on her quest for the definitive Canadian cuisine.

This second phase looks at food security and sustainability on a global scale.

Newman is also the director of the Food and Agriculture Institute at UFV.

She was a member of the Minister of Agriculture’s Advisory Committee on the future of the Agricultural Land Reserve, and this past summer was appointed by the government of British Columbia to a newly created Food Security Task Force. This group will explore and advise on technology and innovations aimed at strengthening the agriculture sector in B.C., growing the economy, and boosting farm productivity.

She recently received an honourable mention for the University of Guelph Arrell Food Innovation award program, which recognizes those who make exceptional efforts to create more equitable, suitable, efficient and nutritious food systems, either through research excellence or community engagement.

The awards committee cited her as a leading intellectual in farmland preservation, local food security and culinary culture, with advanced scientific understanding of food security and the environment.



1.2 Strategic Context

1.2.1 Overview

While B.C. is projected to have population growth similar to many other Canadian provinces over the next twenty years, the Fraser Valley is projected to be one of the fastest-growing college regions from their levels in 2019 by 2039 in the province². Over the next two years, B.C.'s economy is forecast to perform the best of all provinces in Canada³—taking into account the effects of the COVID-19 pandemic.

At all levels—nationally, provincially, regionally—we see projected population changes. In the Fraser Valley, the 15-29 year old age group is projected to begin slow growth starting in 2022, but with varying trajectories for the individual groupings of 15-19, 20-24, and 25-29 year olds; as expected, the older two cohorts lag the changes in the younger cohort. UFV's local school districts are projecting growth in Grade 12 enrolments from their levels in 2019 to 2029, with Chilliwack and Langley school districts accounting for almost two-thirds (65%)⁴ of the share of projected growth.

UFV has seen an increase in domestic and international FTEs on its Canadian campuses compared to the previous year; domestic FTEs increased by 3.0% over 2018/19, international by 27.7%. This year also marks the largest share of students studying full-time at UFV between 2014/15 and 2019/20 (51.6%). The number and proportion of students identifying as Indigenous has also slightly increased this year compared to last year.



Long Night Against Procrastination CEP Campus, 2019



LNAP Abbotsford Campus, 2020

1.2.2 Economy and Employment

Outlook of the B.C. Economy

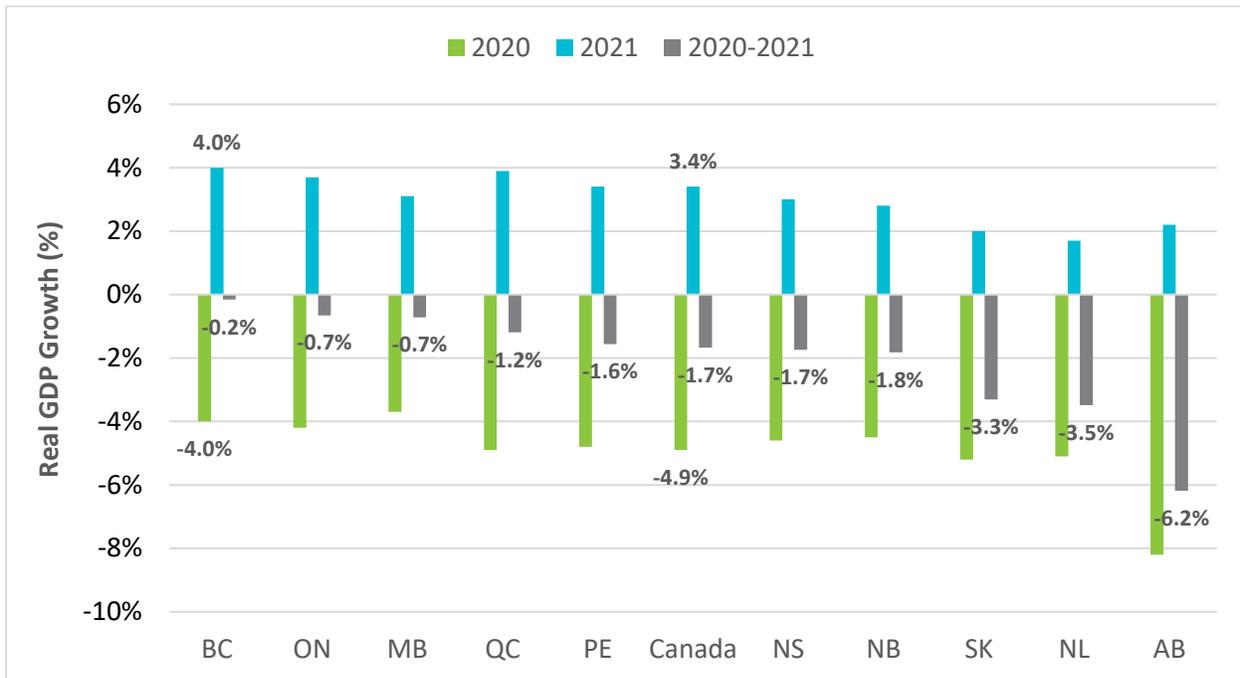
According to the Royal Bank of Canada's April 2020 Provincial Outlook, B.C. is projected to have the highest total growth rate among provinces over the next two years at -0.2%. Figure 1 shows how this compares to a 1.7% reduction for Canada as a whole and is half a percentage point higher than the next highest province. For 2020, B.C. is expected to experience the second smallest reduction in real GDP (-4.0%) while for the following year, it will have the largest increase in GDP at 4.0%.

² Source: B.C. Stats PEOPLE 2019 database by selected college regions, accessed April 7, 2020.

³ Source: Royal Bank of Canada, "Provincial Outlook," April 2020.

⁴ Projection of Public School Aged Headcount Enrolments 2019/20 are available in the B.C. Data Catalogue, <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments/resource/>.

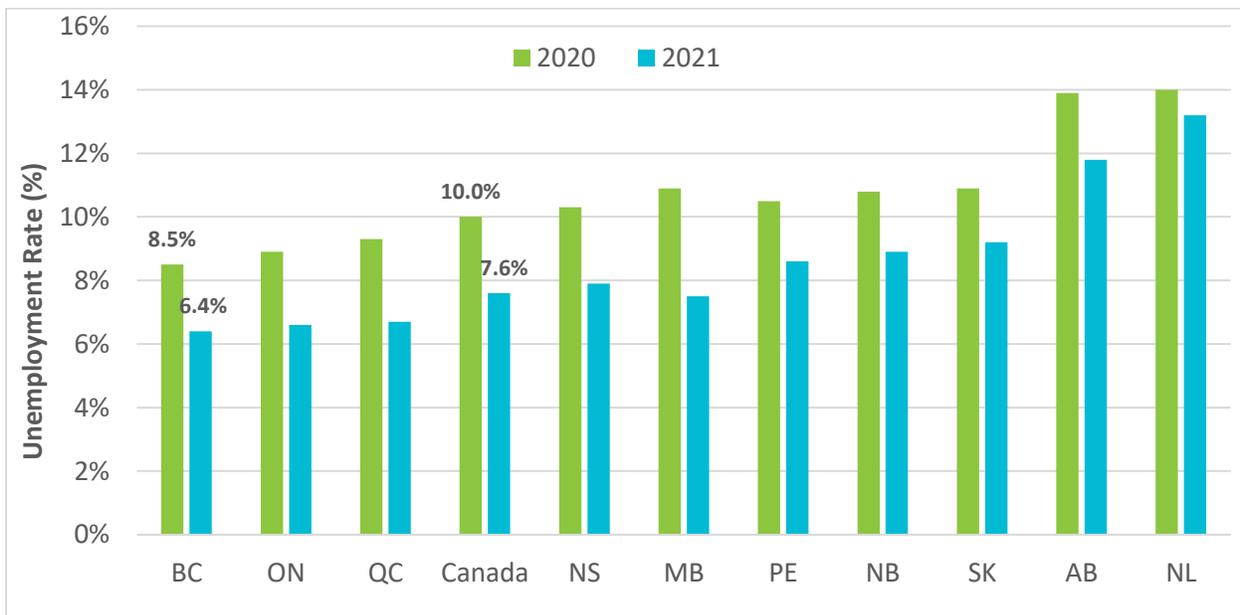
Figure 1: Real GDP Growth Forecast (Percent), 2020 and 2021



Source: Royal Bank of Canada, "Provincial Outlook," April 2020.

Figure 2 shows a similar trend in the unemployment rate. British Columbia is forecast to have the lowest unemployment rate for both 2020 and 2021. While the economic fallout from COVID-19 is largely unknown, these economic forecasts indicate that B.C.'s economy will remain among the strongest in Canada.

Figure 2: Unemployment Rate Forecast, 2020 and 2021

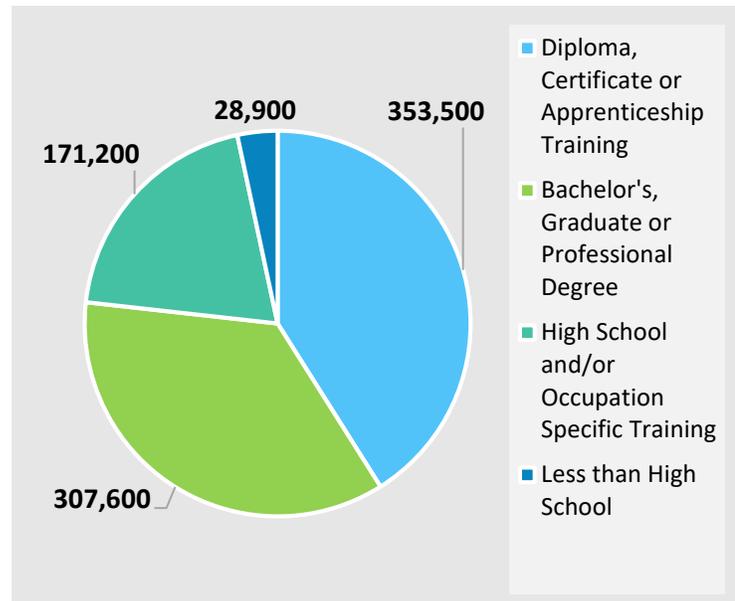


Source: Royal Bank of Canada, "Provincial Outlook," April 2020.

Projected B.C. Job Openings, 2019-2029

The 2019 Edition of the BC Labour Market Outlook projects 861,000 job openings in B.C. from 2019-2029. Of these, 77% will typically require some level of post-secondary education (Figure 3); the 77% is comprised of 41% that will require a diploma, certificate or apprenticeship training while 36% will require a Bachelor's, graduate or professional degree. This highlights the expected demand for post-secondary education in B.C.'s labour market over the next decade, the kind of post-secondary education that UFV provides in a wide variety of disciplines. In addition, the largest source of labour supply, which is expected to fill 56% of these future job openings, is young people (under the age of 30) entering the work force for the first time. This translates to a forecasted 48,000 jobs per year being filled by young people through 2029.

Figure 3:
Projected Job Openings by Education, B.C., 2019-2029



Source: WorkBC, BC Labour Market Outlook: 2019 Edition.

The 2019 BC Labour Market Outlook groups the forecasted jobs by areas of occupational interest:

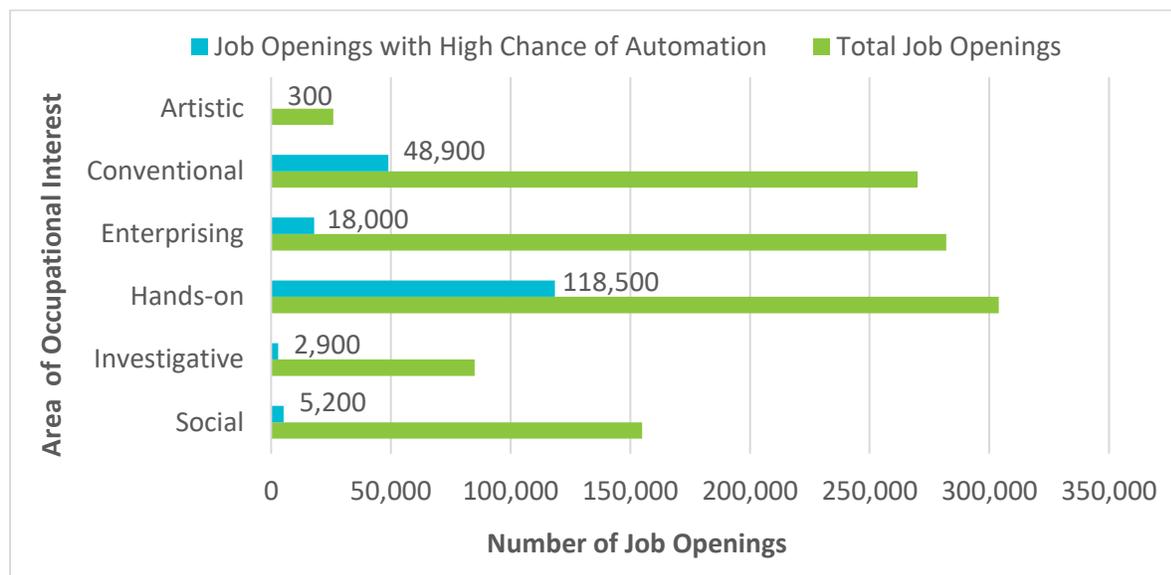
- Artistic occupations – Creators.
- Routinized or conventional occupations – Organizers.
- Enterprising occupations – Persuaders.
- Hands-on or realistic occupations – Doers.
- Investigative occupations – Thinkers.
- Social occupations – Helpers.

A common characteristic among these areas is the importance of communication skills. Active listening, speaking, and reading comprehension were identified as very important in 71%, 65%, and 56% of job openings respectively. The other skill listed as very important in the majority of job openings was critical thinking, considered very important for 55% of job openings (including for 100% of investigative occupations). Competencies such as judgement and decision making, writing, and complex problem solving were also identified as very important for about a third of future job openings in B.C. Demand for these other skills varies by areas of occupational interest, but the overall need for skill development is clear, and this is reflected in UFV's curriculum and programming.

The occupation categories differ significantly in the chance that jobs will be replaced by automation, a significant factor when considering the future labour market. Figure 4 shows which areas of occupational interest have the largest proportions of jobs with a high chance of automation. A full 39% of job openings in Hands-on occupations have a high chance of automation, followed by 18% of Conventional occupations and 6% for Enterprising occupations. Both Social and Investigative

occupations have less than 5% of job openings with a high chance of automation, while Artistic occupations are forecast to be least affected by automation with only 1% of job openings having a high chance of automation.

Figure 4: Job Openings with High Chance of Automation by Area of Occupational Interest, B.C., 2019-2029



Source: WorkBC, BC Labour Market Outlook: 2019 Edition.

Mainland/Southwest

The Mainland/Southwest region, mostly consisting of the Fraser Valley and Greater Vancouver, is the

Industries forecast to have the largest number of job openings in the Mainland/Southwest region, 2019-2029:

1. Construction
2. Other retail trade (excluding cars and personal care)
3. Food services and drinking places
4. Legal, accounting, design, research, and advertising services
5. Ambulatory health care services
6. Business, building and other support services
7. Hospitals
8. Computer systems design and related services
9. Wholesale trade
10. Nursing and residential care facilities

Source: WorkBC, BC Labour Market Outlook: 2019.

largest economic region in B.C. and is projected to have 548,600 job openings from 2019-2029 according to WorkBC. Two-thirds of these openings will be to replace retirees, while the remaining third is projected to be a result of occupational growth in the area. The occupations that are high opportunity typically require a degree, with the most projected job openings over the next decade being registered nurses and registered psychiatric nurses, followed by financial auditors and accountants, elementary school and kindergarten teachers, information systems analysts and consultants, and computer programmers and interactive media developers. For occupations typically requiring a diploma/certificate, the high opportunity occupations with the most forecasted job opening include nurse aides, orderlies and

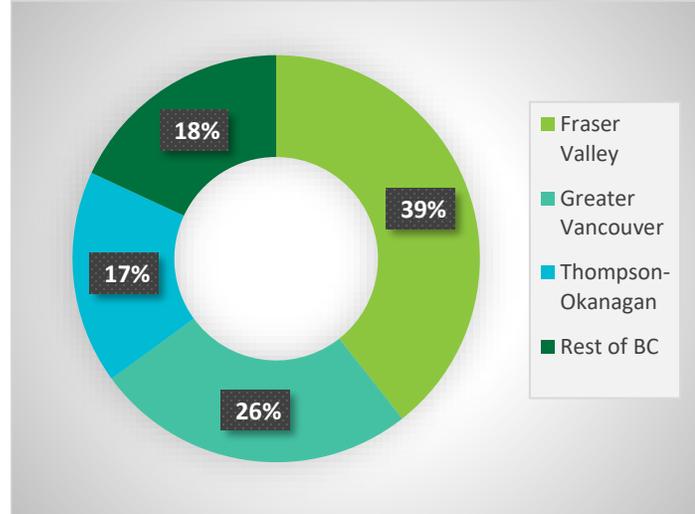
patient service associates, home support workers, housekeepers and related occupations, automotive

service technicians, truck and bus mechanics and mechanical repairers, licensed practical nurses, and police officers (except commissioned).

Fraser Valley

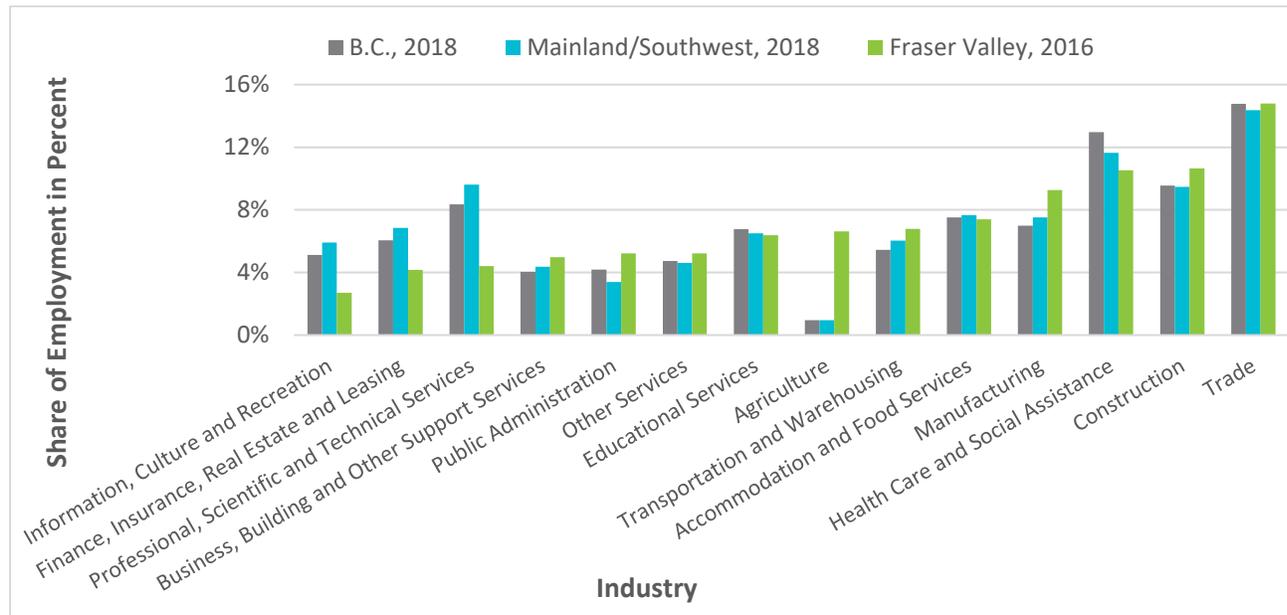
The significance of the agricultural industry in the Fraser Valley is seen in Figure 5 which shows that 39% of the farm receipts in the province come from the Fraser Valley, considerably more than any other geographic area. In terms of employment by industry (Figure 6), the Mainland/Southwest region is similar to B.C. as a whole—logical since the region contains the majority of the population and employment in the province. When looking at the more specific Fraser Valley area, the most significant difference is the size of the agricultural industry. A full 6.6% of Fraser Valley employment was in agriculture in 2016 compared to less than 1% of employment for both Mainland/Southwest and all of B.C. in 2018.

Figure 5:
Proportion of B.C. Farm Receipts by Region, 2016



Source: Statistics Canada. Table 32-10-0436-01 Farms classified by total gross farm receipts in the year prior to the census.

Figure 6: Proportion of Employment by Industry



Sources: B.C. and Mainland/Southwest 2018 data from Statistics Canada. Labour Force Survey, Custom Tabulation. Prepared by BC Stats, January 2019. Fraser Valley 2016 data from Statistics Canada. 2017. Census Profile. 2016 Census. Note: For Fraser Valley 2016 data, sectors with less than 1,000 employed were excluded.

Commuting Data

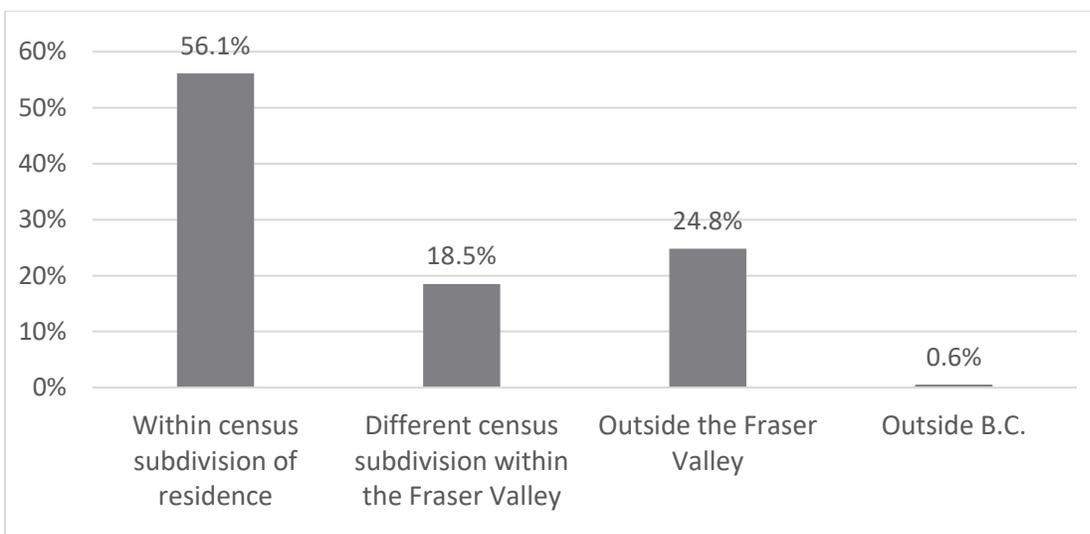
A significant portion of workers in Abbotsford-Mission and Chilliwack commute elsewhere for work, including commuting outside the Fraser Valley and into Vancouver. Figure 7 shows that 32% of the working population in Abbotsford-Mission commutes into Vancouver, for Chilliwack residents, it is 11.5%. The movement of workers outside their place of residence is illustrated in Figure 8 which shows that a quarter of employed Fraser Valley residents commute outside the Fraser Valley for work. This means that while the Fraser Valley is the main area of residence for UFV students, the entire Mainland/Southwest labour market, including Vancouver, is available and commonly accessed by Fraser Valley residents. The argument to consider the Vancouver labour market is further buoyed by the fact that many UFV students leave the Fraser Valley for Vancouver following graduation. As a result, the opportunities available for UFV graduates include those in the entire Mainland/Southwest region, not just the Fraser Valley itself. For example, while industries such as professional, scientific and technical services or finance, insurance, real estate and leasing are relatively small in the Fraser Valley (Figure 6), there is a much larger labour market for these industries available to UFV graduates and Fraser Valley residents in Greater Vancouver.

Figure 7: Commuting Statistics in the Fraser Valley

Place of Residence	Place of Work	Number of Commuters	Proportion of Working Population
Abbotsford-Mission	Chilliwack	2,550	4.0%
Abbotsford-Mission	Vancouver	20,500	32.0%
Chilliwack	Abbotsford-Mission	4,895	14.7%
Chilliwack	Vancouver	3,850	11.5%

Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016327.

Figure 8: Commuting Destination of Employed Residents in the Fraser Valley

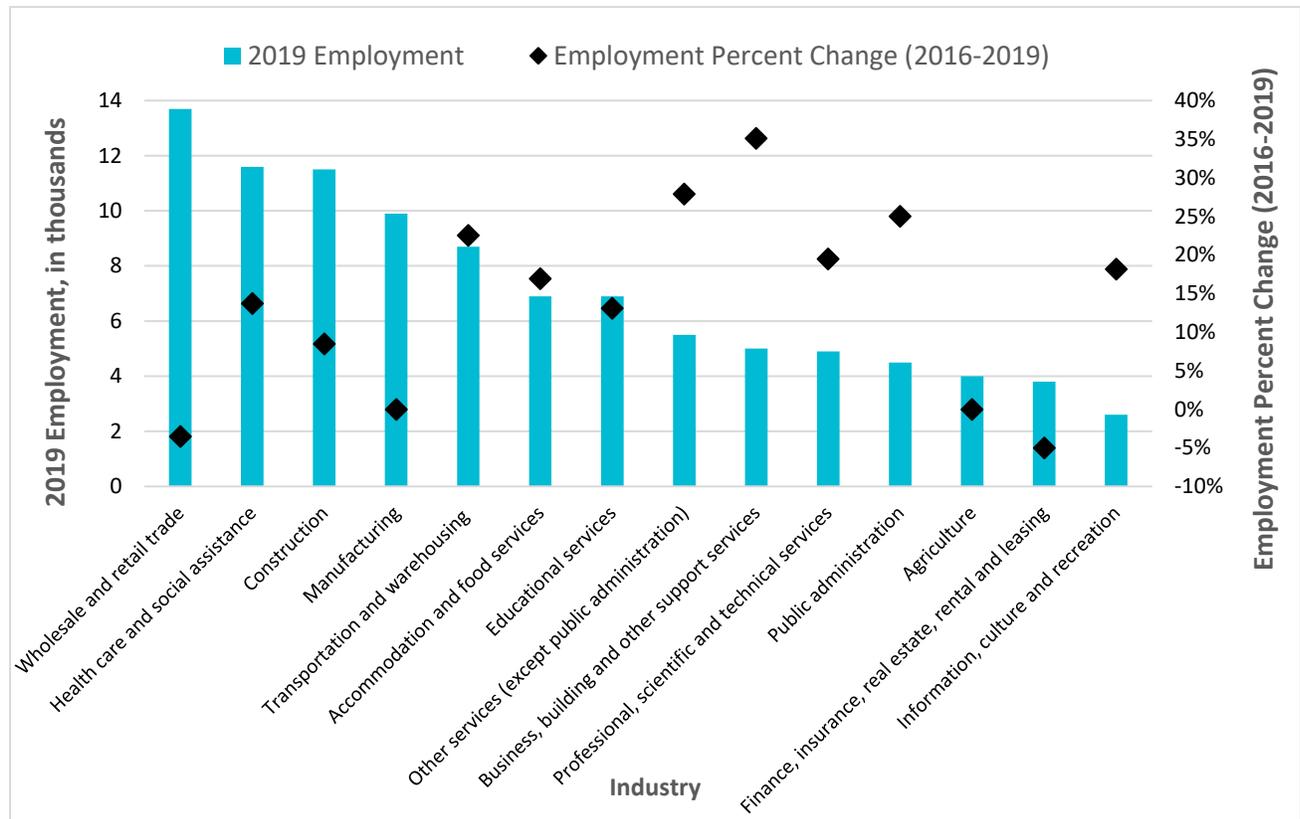


Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016329.

Abbotsford-Mission

Looking more specifically at the Abbotsford-Mission census metropolitan area, Figure 9 shows that the largest industries in this region are wholesale and retail trade, followed by health care and social assistance, and construction. By employment growth from 2016 to 2019, the fastest growing industries are business, building and other support services (35%); other services (except public administration) (28%); and public administration (25%). Despite being the largest industry, employment in wholesale and retail trade has declined from 2016 to 2019, one of the two industries to shrink in employment along with finance, insurance, real estate, rental and leasing. Overall, employment in Abbotsford-Mission has increased by 10% from 2016 to 2019, driven primarily by the 13% growth in the services-producing sector compared to 2% growth in the goods-producing sector.

Figure 9: 2019 Employment by Industry (in thousands), and Percent Change in Employment from 2016-2019, Abbotsford-Mission



Source: Statistics Canada. Table 14-10-0098-01 Employment by industry, annual, census metropolitan areas (x 1,000).

Box 4: RBC Donation Boosts Career Education at UFV

The University of the Fraser Valley wants to ensure that all students have the chance to integrate career-related planning and experience into their education.

And RBC's Future Launch program is helping to achieve that goal with a \$300,000 donation from RBC Foundation to the newly created UFV Centre for Experiential and Career Education (CECE).

The donation was announced at a celebration at UFV's Abbotsford campus on November 21 by Martin Thibodeau, RBC Regional President, British Columbia.



"When experience is so important to getting a job, but so hard to come by, young people are left feeling uncertain about their futures in the new world of work," said Thibodeau. "We hope that through our partnership with the University of the Fraser Valley, RBC Future Launch can help young people get those all-important first jobs and break the 'no experience, no job' cycle."



RBC Future Launch is a 10-year, \$500 million commitment to empowering Canadian youth to build meaningful careers. With a focus on networking, skills development, and experience, the initiative aims to help solve the problems facing young people due to the changing landscape of the workplace.

Maureen Wideman, UFV Associate Vice President, Teaching and Learning, officially

announced the creation of the Centre for Experiential and Career Education.

"Through the creation of CECE we are bringing together various units at UFV who work with students to

provide them with experiential learning opportunities such as paid co-operative education, work-study, career education, workplace integrated learning, volunteer experiences, and curricular activities that include an experiential component," she said.

"Moving this group of talented people into one academic unit signals to our students and the community that while we are building 21st century academic skills, these are also the skills required for 21st century employment and community engagement."

UFV President Joanne MacLean spoke about how the new centre ties in nicely with UFV's mission and values.

"At UFV our mission is to engage learners, transform lives, and build community. CECE

does all three. It gives learners a chance to engage with real hands-on work. Students get to engage with employers, and employers get to connect with the university through CECE.”

She noted that UFV and RBC already enjoy a strong collaborative partnership.

“This is not the first time RBC and UFV have partnered. There are many strands of friendship and collaboration threading through our university. RBC employees volunteer at UFV on a regular basis. In our food bank, at our fundraising golf tournaments, in our International Student Centre, and at our New Student Orientations.”

At the recent UFV Town and Gown event, RBC was awarded a UFV Ripple Maker paddle as donor of the year.

Science student Shayne Oberhoffner spoke at the event about how completing co-operative education work terms exposed him to new career possibilities.

“To me, the opportunity to participate in the co-op experience provided reinforcement for the classroom and laboratory lessons. It put my learning in



context. It demonstrated that the skills I had tried to fit into the mold could be supplemented by, and transferrable to, areas of research I once denigrated. It showed me another path to becoming an impactful, informed scientist. And I’m happy to say, this all culminated for me this week with several offers for graduate studies.”

Liana Thompson is excited to be leading the new centre as its inaugural director.

She noted that the opportunities provided by the CECE will help students develop, articulate, and recognize career-related skills.

“We want students to be thinking about how to connect their education to their career earlier, more often, with more exposure to more opportunities. With the support of this generous donation from RBC Foundation through the Future Launch fund, we will be able to do so much more to help our students bring career planning and preparation into their education.”

She remembers thinking that there was a disconnection between her academic studies and her job skills when she entered the job market as a young university graduate. But in retrospect, she feels she was actually well prepared, she just didn’t know how to articulate it.

“We want our new Centre for Experiential and Career Education to help students make the connection, and to recognize that their academic experience has career relevance,” she said. “Their group assignments prove they can work on a team. Juggling courses shows that they have a handle on time management. Students learn how to meet deadlines, work with different people, collaborate in groups, advocate for themselves, and assess situations and propose solutions to problems.”

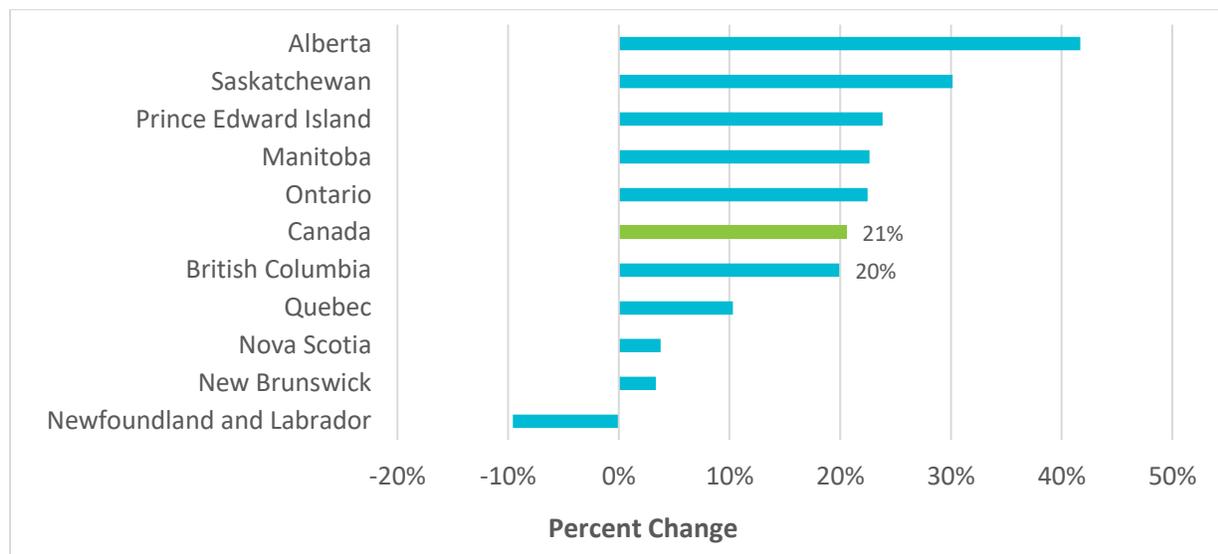
Through the initiatives and services provided by CECE, many more UFV students will get the chance to integrate experiential learning into their education. One early project resulting from the RBC donation will be a career planning app for use on smart phones.

1.2.3 Demographics

1.2.3.1 National and Provincial Trends

According to Statistics Canada, the majority of Canada's provinces are projected to have population growth of at least 20% from their respective levels in 2019 by 2039. As shown in Figure 10, B.C. will have the sixth-highest provincial projected population growth rate in Canada⁵; behind Alberta, Saskatchewan, Prince Edward Island, Manitoba and Ontario. B.C.'s population is projected to increase by 20% from 2019 to 2039, just under the national growth rate for Canada of 21%.

Figure 10: Projected Change in Provincial and National Populations, 2019-2039, as a Percentage of 2019 Populations



Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M1: medium-growth 3, age and sex, as of July 1 (x 1,000), accessed, April 14, 2020.

Figure 11 shows the projected change in the university-aged population from 2019 to 2039 by selected age groupings of 15-19, 20-24, and 25-29 years of age, by province, as well as nationally. B.C. is expected to have the fifth-highest provincial projected population growth (13%) for the 15-29 year age group in Canada from 2019 to 2039; behind Alberta (37%), Saskatchewan (29%), Manitoba (19%), Prince Edward Island (18%), and Canada as a whole (14%). The majority of the population growth in Canada for these age groups in this time period is in the 15-19 year age range, with the least growth projected in the 25-29 age category.

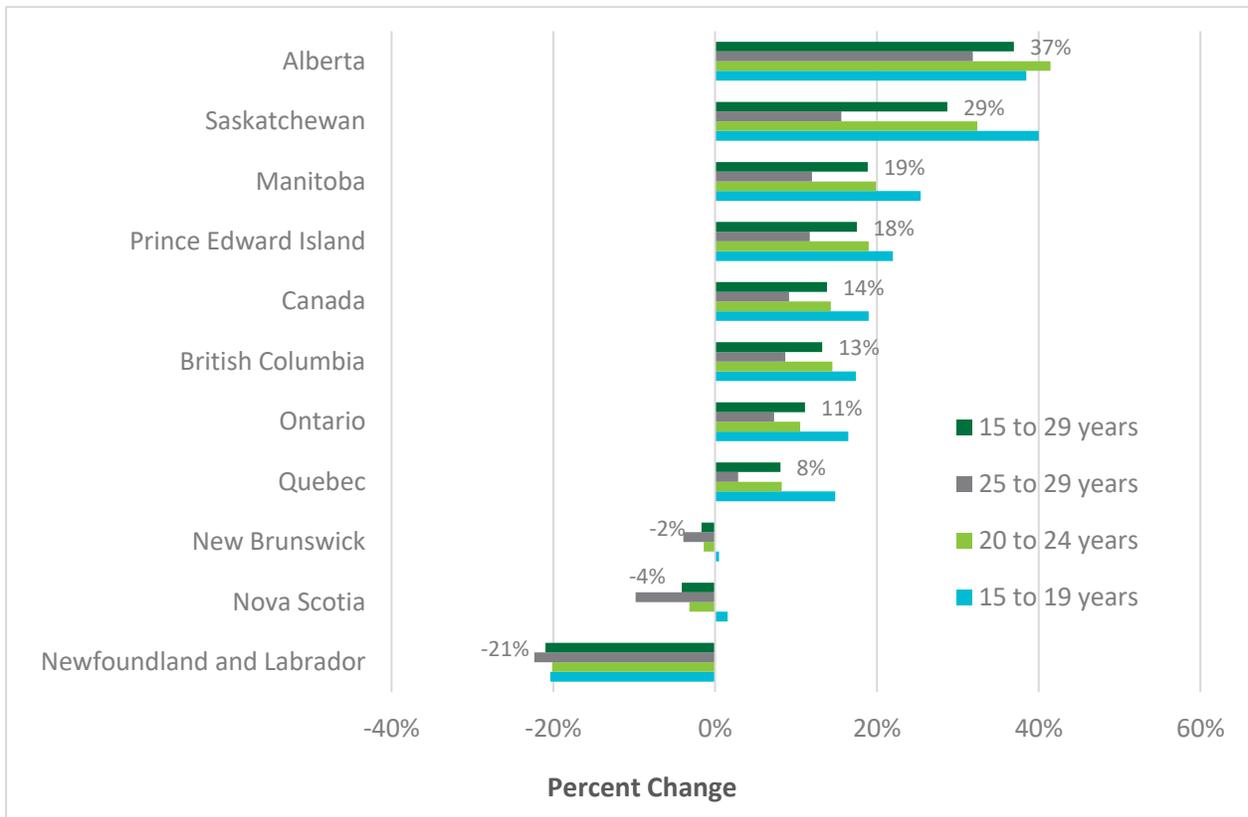
Most provinces are projected to have growth in all of these university age groupings during this time period, with the exceptions of New Brunswick, Nova Scotia, and Newfoundland and Labrador. Saskatchewan is projected to have the largest growth (40%) in the 15-19 age category from its level in 2019 by 2039; Alberta is expected to have the largest growth in both the 20-24 age category (41%) and 25-29 age category (32%) from their respective levels in 2019 by 2039. Comparatively, B.C. is expecting

⁵ Based on projections by Statistics Canada made July 1, 2019.

growth of 17% in its 15-19 year old population, 14% in its 20-24 year old population, and 9% in its 25-29 year old population from 2019 to 2039.

B.C. is projected to have slow and steady growth in its current population of 15-19 year olds through to 2039; similarly, for its population of 20-24 year olds (with the exception of 2024 where there is a minimal decline); 25-59 year olds are projected to fluctuate until 2030 when they begin slow growth. Just over 69% of UFV students are aged 24 or younger and the proportion of FTEs these students generate is somewhat higher (79.5%), as younger students tend to take more courses than do older students. Smaller teaching universities such as UFV tend to have a slightly older population than the Canadian university population overall. Even with the long-term growth predicted in these population forecasts, we are likely to see competition for students by Canadian universities over the next few years.

Figure 11: Projected Change in Population by Selected Age Groupings (15-19, 20-24, and 25-29), 2019-2039, as a Percentage of 2019 Populations



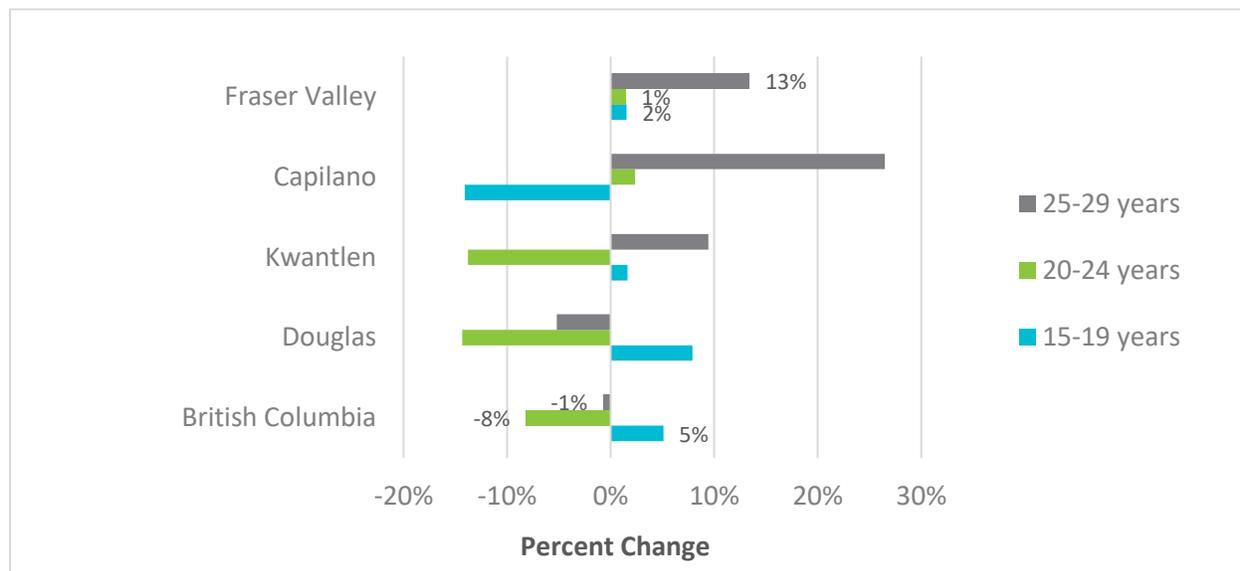
Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M1: medium-growth 3, age and sex, as of July 1 (x 1,000), accessed, April 9, 2020.

1.2.3.2 Separating Short-term and Long-term Changes within College Regions

From 2019 to 2039, there are complicated demographic changes in college populations with somewhat different patterns for different age groups. B.C. sub-provincial population projections produced by B.C. Stats P.E.O.P.L.E. 2019, provide another possible scenario, this time considering future population change in the college population, by college region.

Figure 12 shows the projections of college age populations obtained from B.C. Stats. Here, the population changes by selected age groupings of 15-19, 20-24 and 25-29 are shown for the Fraser Valley college region as well as Capilano and Kwantlen (two college regions served primarily by a teaching university), along with the neighbouring college region serving Douglas College, and B.C. overall. The largest change in projected population from 2019-2039 for these selected college regions is observed in the 25-29 year old grouping.

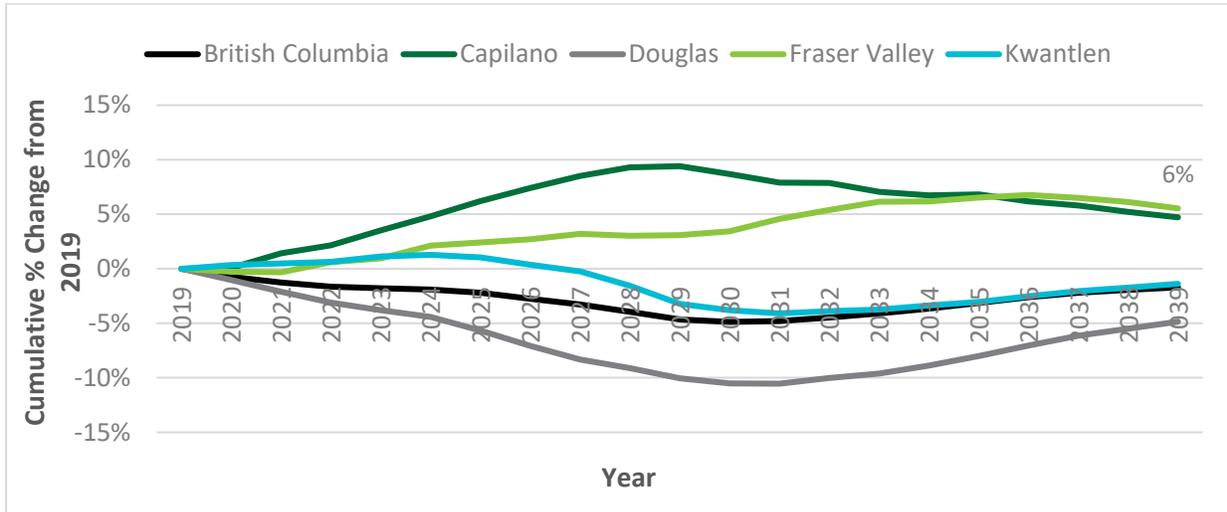
Figure 12: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15-19, 20-24, and 25-29), 2019-2039, as a Percentage of 2019 Populations



Source: B.C. Stats PEOPLE 2019 database by selected college regions, accessed April 7, 2020.

Figure 13 shows the cumulative projected changes in the population aged 15-29 for select college regions and B.C. from 2019 to 2039. For the majority of the time from 2019 to 2039, the Fraser Valley college region is expected to see an increase in its 15-29 year old population, distinguishing it from the other select college regions, with the exception of Capilano. The Fraser Valley college region is projected to have the highest total growth in 15-29 year olds during this time period (6%); ahead of the other college regions (Capilano; 5%, Kwantlen; -1% and Douglas; -5%), and B.C. as a whole (-2%). All (select) college regions and B.C. as a whole are projected to see at least a slight decrease in their 20-24 year old population in years 2023 through 2025, with the Fraser Valley and Capilano college regions projecting population increases for 15-29 year olds during this same time frame, due to growth in their 15-19 and 25-29 year old groups.

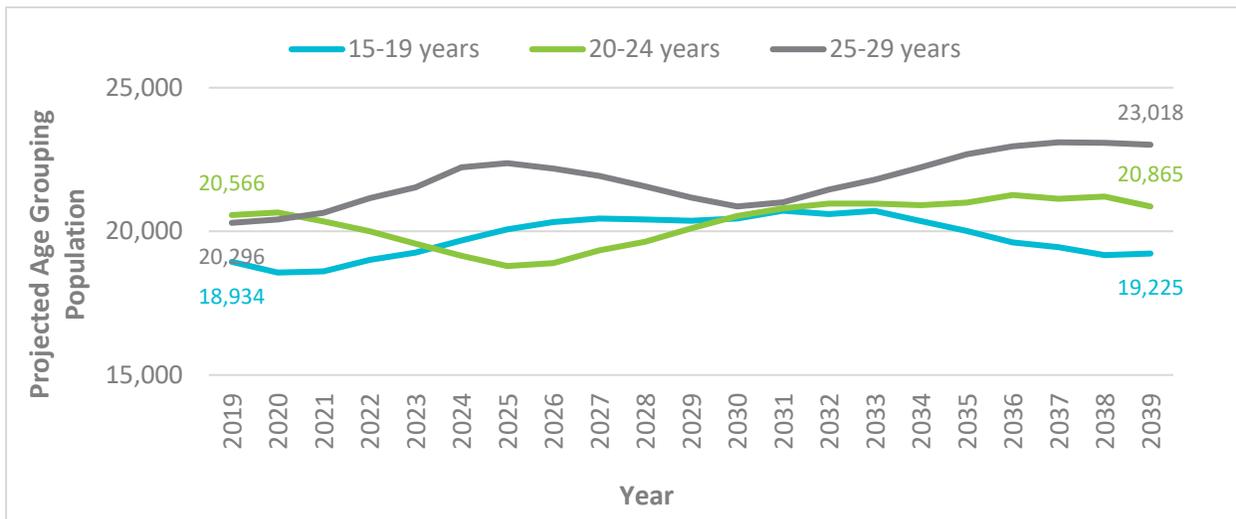
Figure 13: Cumulative Projected Change in Population, Ages 15-29 in Select College Regions and B.C., 2019-2039, as a Percentage of 2019 Population



Source: B.C. Stats PEOPLE 2019 database by selected college regions, accessed April 7, 2020.

In the Fraser Valley college region, all three age groups are projected to increase in population from their levels in 2019 to 2039, with the largest change projected in the 25-29 year old grouping (16%); followed by those aged 15-19 (2%), and 20-24 (1%). Throughout this time period, these age groups are projected to have periods of growth and decline in population. In particular, the 20-24 year old population is projected to decline 9% from its projections in 2020 to 2025 upon which time there will be steady growth, returning to its 2020 levels in 2031. During this same period, there is projected population growth in the 15-19 and 25-29 year old groups, resulting in net growth for 15-29 year olds from 2020 to 2025 of 3%. Figure 14 shows the projected population for the Fraser Valley college region for the Fraser Valley college region by selected age groupings of 15-19, 20-24, and 25-29 from 2019-2039.

Figure 14: Projected Population for the Fraser Valley College Region, by Selected Age Groupings (15-19, 20-24, and 25-29), 2019-2039



Source: B.C. Stats PEOPLE 2019 database by selected college regions, accessed April 7, 2020.

UFV is well situated compared to many of its peer universities, with steady population growth in its region forecast for the majority of the next 20 years which is in contrast to most others in the province. With this comes the awareness that there will likely be increased competition for Fraser Valley college region students from peer teaching institutions over the next several years.



Long Night Against Procrastination CEP Campus, 2019



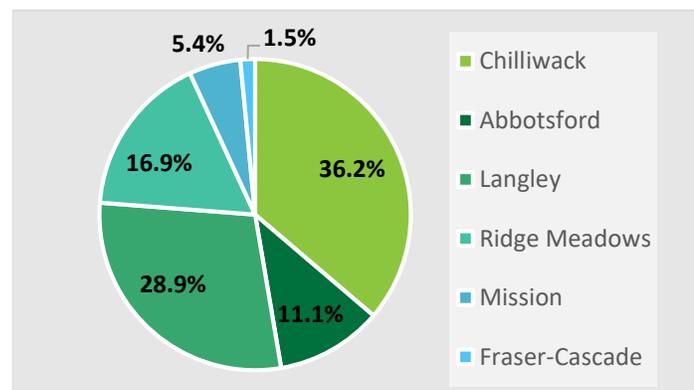
New Student Orientation, 2020

1.2.3.3 Campus Demands, Short-term and Long-term

Local public high school grade 12 enrolment projections⁶ help to inform the university of future educational demands within each campus area, and are important guides for long-term planning and optimal delivery of services.

From 2019 to 2029, grade 12 enrolments in UFV's local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission, and Ridge Meadows) are projected to increase on aggregate by 15.3%; from 5,610 grade 12 enrolments in 2019 to 6,468 in 2029. The Chilliwack school district accounts for the largest share of growth during this time period (36.2%), followed by Langley (28.9%), Ridge Meadows (16.9%), Abbotsford (11.1%), Mission (5.4%) and Fraser-Cascade (1.5%) (Figure 15).

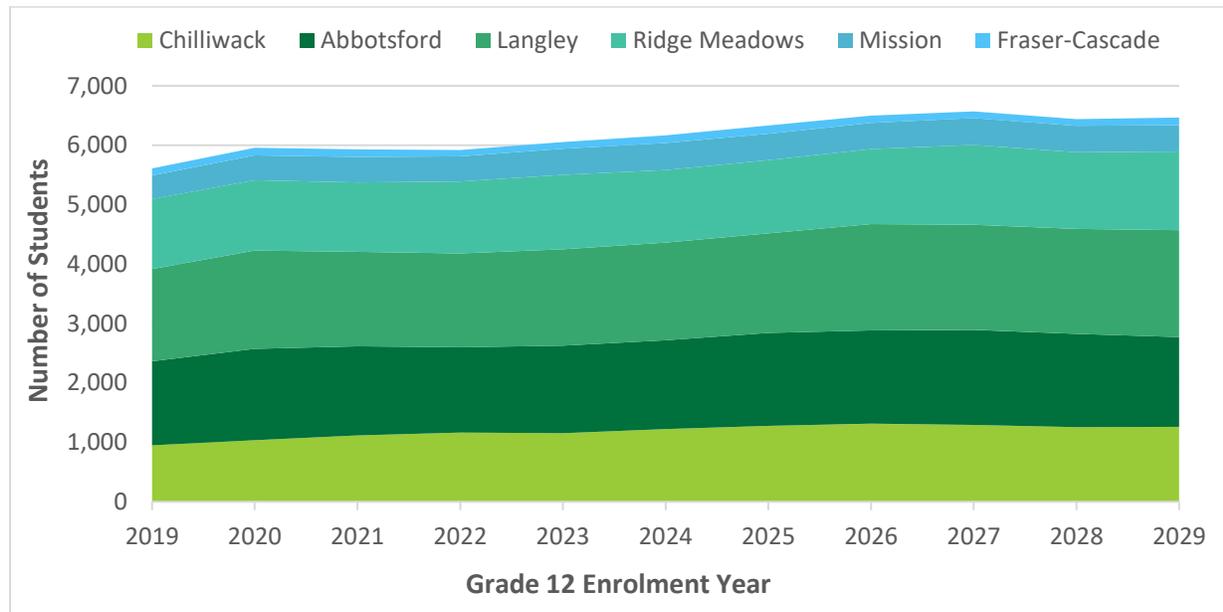
Figure 15: Fraser Valley School District Share of Projected Growth, 2019-2029, as a Percentage of 2019 Population



As shown in Figure 16, all of UFV's nearby school districts are projected to experience an increase in grade 12 enrolments by 2029, with Chilliwack school district having the largest growth, increasing by 32.7%, followed by the Langley school district (16.0%), Ridge Meadows school district (12.3%), Mission school district (11.5%), Fraser-Cascade school district (11.0%), and Abbotsford school district (6.7%).

⁶Projection of Public School Aged Headcount Enrolments 2019/20 are available in the B.C. Data Catalogue, <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments/resource/>.

Figure 16: Selected Local School District Grade 12 Enrolment Projections, 2019-2029, as a Percentage of 2019 Population



Although this gives us some indication about demand for post-secondary education within campus communities, the main driver behind a student’s choice of campus is likely to be program and course availability, rather than location. Programs can be moved between campuses, and optimal program location is an important aspect of UFV’s long-term planning considerations.

UFV has committed to offering the first year of several popular bachelor’s degree programs at the Chilliwack campus at Canada Education Park (CEP). These include the Bachelor of Arts, the Bachelor of Arts (Criminal Justice), the Bachelor of Business Administration, and the Bachelor of Science. All required courses for the first year of these programs are offered, including electives, and the timetables are designed to ensure there are no conflicts or overlaps so that students can plan to be on campus three or four days a week in a clustered time format.

In 2019/20, the CEP first year initiative increased the number of available seats by 7%⁷ and saw success. A total of 878 domestic students took at least one of the 33 courses offered as part of this project and registrations increased by 10%. The total fill rates also increased to 93%—up 8% over the year before. An expansion to include second year offerings for these programs is being considered for 2021/22.

UFV is committed to refining its programming and service to students from the Chilliwack community and the Eastern Fraser Valley, recognising the value in giving students the option of studying in their home community, and also enhancing the programming diversity at the Chilliwack campus. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, and Kinesiology), Trades and Technical offerings, and Agriculture.

⁷ Source: UFV internal data, by fiscal year.

The 2019 Canada Mortgage and Housing Corporation (CHMC) Rental Market Report Data Tables⁸ for the Abbotsford-Mission Census Metropolitan Area (CMA) states a vacancy rate of 1.1% of rental units as of October 2019. The cost of renting in the Abbotsford-Mission CMA continues to increase annually; the percent change of average rent between October 2019 and October 2018 was 5.2%.

Results from the 2019 Canadian University Survey Consortium Survey (CUSC) of first-year students revealed that a total of 13% of UFV respondents lived either in on-campus housing (8%) or rented off-campus housing (5%), with 20% of those not currently living on-campus housing preferring to live in on-campus housing. UFV students contribute to the demand for rental accommodation in areas surrounding UFV's campuses. The extreme lack of available rental housing and increased cost present challenges to UFV students in obtaining accommodation.

1.2.3.4 Population Diversity

The 2016 Census⁹ revealed that 29% of people in the Abbotsford-Mission CMA are a visible minority, compared to an average of 22% across Canadian CMAs. Abbotsford-Mission had the second-highest proportion of visible minority population in B.C. and only Toronto, Vancouver and Calgary had higher rates in Canada. Within that 29%, the majority of the visible minority population in Abbotsford-Mission is of South Asian origin, making up 22% of the Abbotsford-Mission population; Abbotsford-Mission has the largest proportion of South Asian population in B.C., almost doubling Vancouver's proportion of 12%. The diversity measure increases when we consider immigration status, Aboriginal status, and religion.

The diversity in UFV's domestic student population reflects that of its community. This year, the university hosted over two thousand international students on its Canadian campuses. UFV's relationship with the Fraser Valley India campus in Chandigarh, India is an example of the many linkages between UFV and the broader world. UFV strives every day to extend a warm welcome to students of any cultural or religious background, and to create an atmosphere in which all students feel at home. UFV is committed to providing a learning environment that is inclusive, welcoming and engaging for all. The university is proud of its success in achieving this goal, evidenced in UFV's high rating in the categories of Quality of Interactions and Discussions with Diverse Others in the 2019 National Survey of Student Engagement survey. Further confirmation comes from the 2019 survey of first-year students conducted by the Canadian University Survey Consortium, which found that 99% of UFV first-year students agreed that their professors treat students the same regardless of gender or race.

⁸ Source: Canada Mortgage and Housing Corporation (CMHC), Rental Market Report Data Tables, January 15, 2020. This information is reproduced and distributed on an "as is" basis with the permission of CMHC.

<https://www.cmhc-schl.gc.ca/en/data-and-research/data-tables/rental-market-report-data-tables>

⁹ *Immigration and Ethnocultural Diversity Highlight Tables*, <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/imm/PRTerr-eng.cfm?Lang=E&T=12>.

Box 5: New Student Orientation Embraces New Format, Welcomes Students with Invocation, and Adds New Name

New Student Orientation (NSO) embraced a new format this year, and set new records for attendance.

More than 1,200 new students attended the day-long event on the Abbotsford campus.

The orientation event featured UFV's first-ever Invocation ceremony, a welcome event with a bit of pomp and circumstance, designed to mirror the look and feel of Convocation.

There was a procession of deans, faculty, and administration in their regalia, and a welcome message from President Joanne MacLean and Student Union Society President Tripat Sandhu.

Graphic design student Chantelle Trainor-Matties provided an acknowledgement of Stó:lō Territory, and introduced a new logo she designed for NSO, and a new name for the event, chosen by Siyamiyateliyot Elizabeth Phillips, a Stó:lō Elder and the last living fluent speaker of Halq'améylem (the language of the Stó:lō people), who received an honorary degree from UFV in 2018.

New Student Orientation will now be known as Tl'etl'axel (ctk-ka-heo), referring to the traditional Stó:lō practice of sending a runner to invite people from dispersed villages to gather for events and be involved in one community.



Trainor-Matties explained how the planning committee came to choose the frog for a symbol for NSO.

"They say that the frog symbolizes wealth and abundance. When a frog is portrayed in art with his tongue touching another creature it represents the sharing of knowledge and power. I thought to myself, 'knowledge and power, how perfect.'"

NSO (Tl'etl'axel) also included breakfast and lunch for all student attendees, faculty welcome sessions, "how to university" student panels, "wellness wheel" interactive stations based on a wellness theme, and the UFV Midway, 34 interactive stations hosted by UFV services and departments, student clubs and associations, and community groups.

"I am deeply proud of the work of the New Student Orientation team to deliver a comprehensive, inclusive, and professional program to welcome our new students to the UFV community," said Alisa Webb, Vice President, Students. "Through their leadership, UFV mounted its biggest and most collaborative NSO to date, engaging multiple campus partners, including the Student Union, in setting up our students for success. Their work clearly shows what is possible when we collaborate across boundaries in pursuit of excellence. My sincere thanks to everyone who contributed to NSO 2019!"

Greg Mather, Associate Director of Student Wellness and Development, was also impressed by the event.

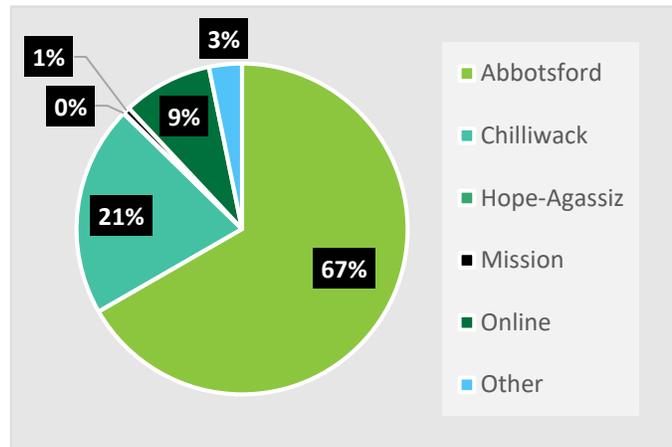
"The entire UFV community came together to welcome its 1,200 new members. It was wonderful to see all the students, faculty, and staff involved in the day which truly encompassed the sentiment of Tl'etl'axel.

1.2.3.5 Facing the Challenges of Being a Multi-Campus University

UFV has locations in four Fraser Valley communities, with campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope. During 2019/20, 67% of all FTEs were attributed to UFV's main campus in Abbotsford, 21% at the CEP campus in Chilliwack, 9% online, and the remaining 4% at one of our other locations (Figure 17).

In 2019/20 online FTE activity grew considerably over the previous year (25%), with online activity accounting for 25.2% of the total growth in FTEs over 2018/19. The Abbotsford campus had the largest share of the increase in FTEs over the previous year with 70.5% (469/666).

Figure 17: 2019/20 FTE Distribution by Campus (CDW)



In a concerted effort to increase student access and support student success, scheduling of courses on each campus is done in a coordinated manner to allow students to take several classes in the same day, on the same campus. For those students and faculty that travel between the Abbotsford and Chilliwack campuses, or requiring transportation from Langley to the Abbotsford campus, the Campus Connector shuttle service provides a convenient and environmentally friendly commuting option.

The size of the student population and the high utilization on UFV's Abbotsford campus continues to create challenges in terms of existing infrastructure. It is difficult to schedule all classes at times that are optimal for students. It is problematic to block off times without classes to allow faculty to meet since all times need to be used to accommodate student demand. Perhaps most importantly, a common feature of university life is informal meetings and discussions of students and faculty—among themselves or with each other. These interactions typically happen in an empty classroom. On the Abbotsford campus, none of these empty classrooms exist. We are optimistic that there will be progress towards easing the space crunch in Abbotsford with projects such as UFV's newest building, Building K.



Agricultural Centre of Excellence Demonstration Barn, Chilliwack

1.2.4 Students

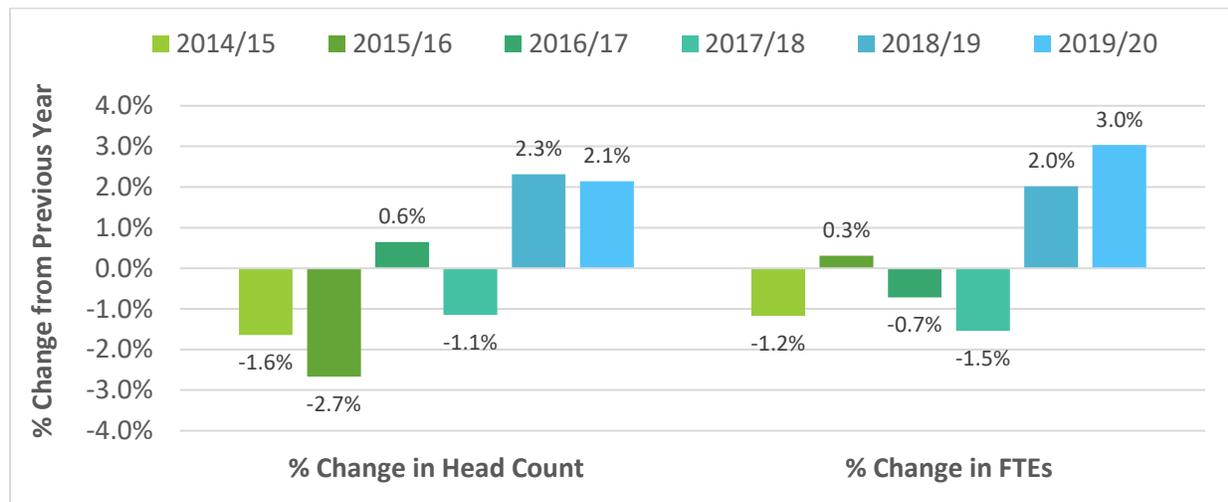
This year, 15,983¹⁰ students were enrolled in instructional activity that contributed to the university's 9,785 FTE total. This includes 13,323 domestic students; 2,353 international students (including those transferring from Chandigarh); and 307 UFV legacy international students that were enrolled in UIGE in Chandigarh. The university's 9,785 FTEs are comprised of 7,377 domestic, 2,067 international (Canada), and 341 international (Chandigarh) FTEs.

The majority of data in this report is by fiscal year which runs from April 1 to March 31. One exception is for graduates, listed in Figure 24, where we use academic year, which runs from September 1 to August 31. We do this to capture graduates from June 2019. In the tables, figures, and discussions that follow in section 1.2.4, except where specified, results include the 15,676 domestic and international students enrolled and generating FTEs at one of UFV's Canadian campuses (only).

At our Canadian locations, the university produced 9,444 FTE, made up of 7,377 domestic and 2,067 international FTEs. This year, domestic student headcount was 2.1% higher than the previous year, while international student headcount remained stable. As for many institutions in B.C., the growth in international students in the past five years has been extraordinary. Since 2014/15, the headcount of international students has grown from 1,046 to 2,353 in 2019/20, an increase of 125%.

This is the second consecutive year of increase in domestic student FTEs, increasing by 218 FTE, or 3.0% over 2018/19. Figure 18 shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past six years.

Figure 18: Annual Percent Change in Domestic Student Headcounts, 2014/15 to 2019/20 (CDW)



In 2019/20, FTEs increased for both domestic and international students; the increase for international was dramatic, rising by 27.7% over the previous year. Compared to 2019/20, international FTEs have

¹⁰ This is the headcount (from CDW) that includes only UFV students that generated FTEs. Examples of activity that does not generate FTEs include Tours and Exchanges; these students are included in the CDW submission to the Ministry.

increased 133% from their level in 2014/15. Figure 19 illustrates total domestic and international FTEs over the last five years.

Figure 19: Total Domestic and International (Canada) FTEs, 2014/15 to 2019/20 (CDW)



For 2019/20, the male to female student ratio is 42:57. Students aged 18 to 24 make up the largest percentage of the student body at 63%, 31% of students are 25 and older, and 6% of students are less than 18 years of age¹¹.

Bachelor's degree students make up the largest portion of headcount, followed by diploma students. From 2014/15 to 2019/20, the baccalaureate degree student headcount increased by 17.8%, and their share rose from 38.1% to 40.6%. Apprenticeship headcounts have increased by 41% over the same period, with their share rising from 2.0% to 2.5%. The headcount of students in diploma programs has also increased by 20% from 2014/15 to 2019/20, with an increase in proportion from 27.3% to 29.7%. The portion of student headcount in a Developmental credential has fallen by 44.9% from 2014/15 to 2019/20, with their share declining from 9.2% to 4.6%. The university continues to see increasing numbers of students in academic programs and fewer students in preparatory programs. Figures 20 and 21 illustrate these trends; showing student headcount share, and student headcount number, each by credential type over the last six years.



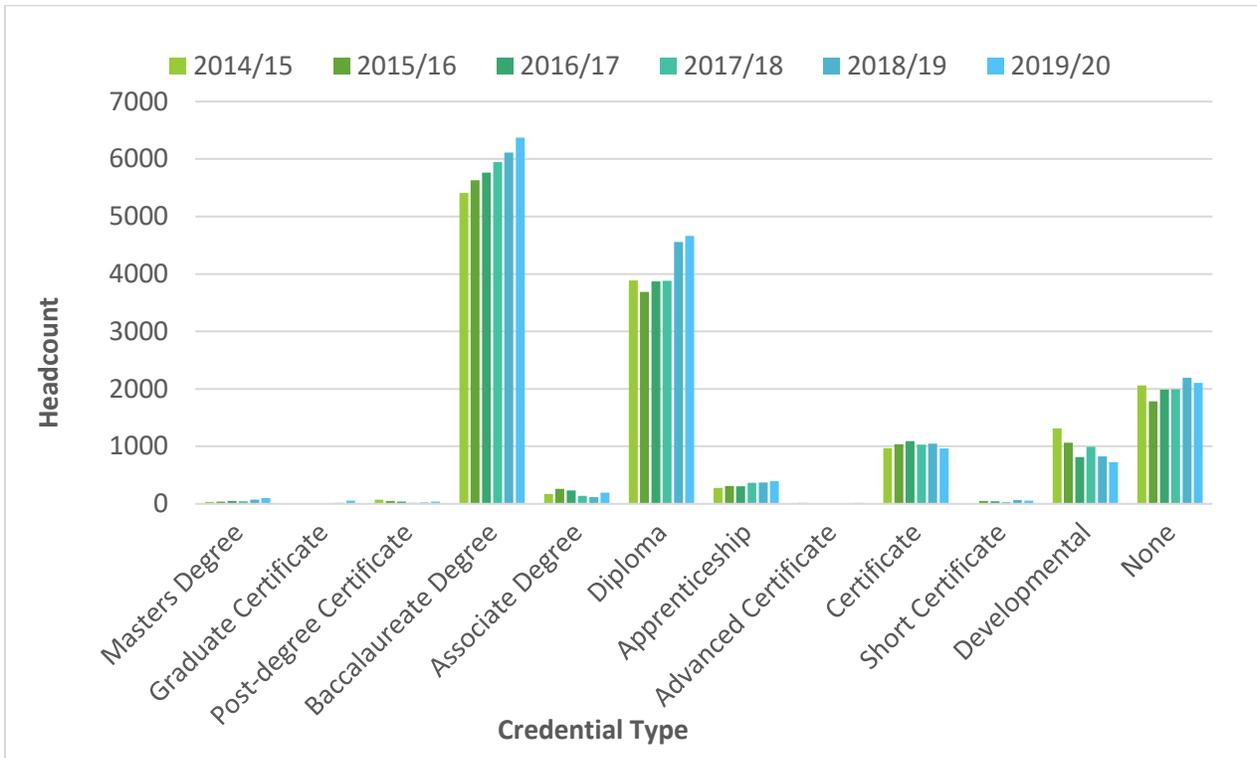
Convocation, 2019

¹¹ Age is calculated as at September 30th.

Figure 20: Student Headcount Share by Credential Type, 2014/15 to 2019/20 (CDW)

Credential	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Masters Degree	0.2%	0.3%	0.4%	0.3%	0.5%	0.7%
Graduate Certificate	0.0%	0.0%	0.0%	0.0%	0.1%	0.4%
Post-degree Certificate	0.5%	0.4%	0.3%	0.1%	0.1%	0.2%
Baccalaureate Degree	38.1%	40.4%	40.6%	41.2%	39.7%	40.6%
Associate Degree	1.2%	1.9%	1.7%	1.0%	0.7%	1.2%
Diploma	27.3%	26.5%	27.2%	26.9%	29.6%	29.7%
Apprenticeship	2.0%	2.2%	2.1%	2.5%	2.4%	2.5%
Advanced Certificate	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%
Certificate	6.8%	7.5%	7.7%	7.1%	6.8%	6.1%
Short Certificate	0.0%	0.4%	0.3%	0.2%	0.4%	0.4%
Developmental Credential	9.2%	7.6%	5.7%	6.9%	5.3%	4.6%
None	14.5%	12.8%	14.0%	13.8%	14.2%	13.4%

Figure 21: Student Headcount by Credential Type, 2014/15 to 2019/20 (CDW)



This year marks the largest share (51.6%) of FTE activity by full-time students at the university between 2014/15 and 2019/20, as shown in Figure 22. In 2019/20, the proportion of students attending UFV full-time¹² increased from 47.5% in 2018/19 to 51.6%. The absolute number of full-time students increased

¹² A student is defined as full-time if the student counts for at least 0.6 of an FTE in a fiscal year, otherwise they are part-time.

by 777 students (10.6%) from 2018/19 to 2019/20, while the number of part-time students decreased by 504 students, or -6.2%. The result leaves the proportion of full-time to part-time students with a marked change compared to last year, 51.6% from 48.4%.

Figure 22: Students by Full-time or Part-time Status, 2014/15 to 2019/20 (CDW)

Student Type	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full-time	49.2%	50.2%	49.0%	48.7%	47.5%	51.6%
Part-time	50.8%	49.8%	51.0%	51.3%	52.5%	48.4%

Fall and winter are the most popular semesters, accounting for 80% of FTE activity in 2019/20. Figure 23 shows minimal changes in the distribution of instructional activity across semesters for the past six years. Comparing FTE activity in 2019/20 to 2018/19: summer instructional activity increased from 10.8% to 11.1%; the fall share increased from 40.8% to 41.1%; the trades proportion of activity remained constant at 8.8% (trades students register at different times than non-trades students); and the winter portion decreased from 39.6% to 38.9%.

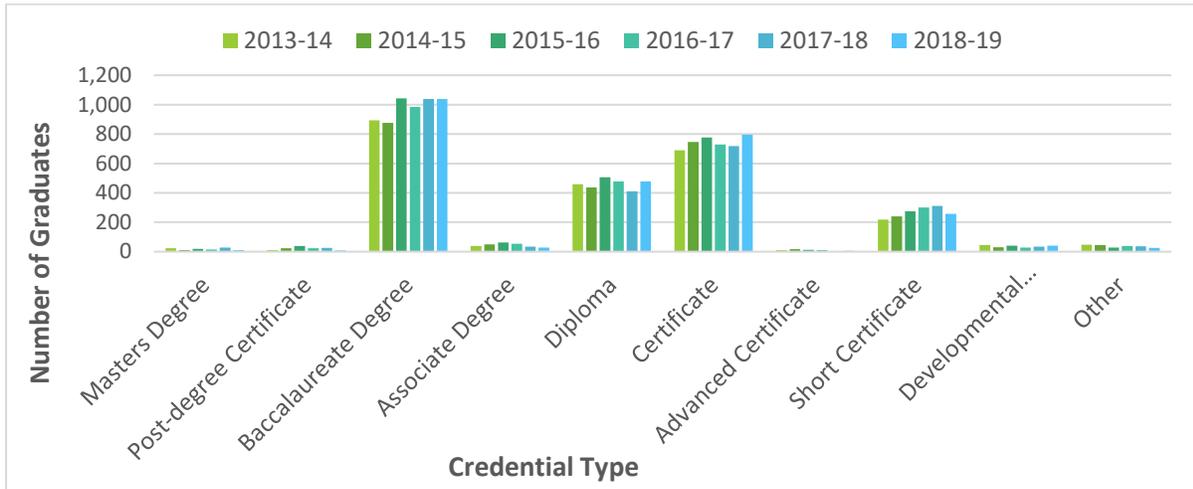
Figure 23: FTE Shares by Semester, 2014/15 to 2019/20 (CDW)

Semester	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Summer	10.4%	10.9%	10.0%	10.3%	10.8%	11.1%
Fall	42.3%	41.2%	41.2%	41.7%	40.8%	41.1%
Trades	8.3%	9.1%	9.6%	8.7%	8.8%	8.8%
Winter	39.1%	38.7%	39.2%	39.3%	39.6%	38.9%

The number of graduates at UFV increased slightly (1.9%) in 2018/19, from 2,644 in 2017/18 to 2,694 in 2018/19, marking the first year of increase since 2015/16. Figure 24 shows that the number of bachelor-degree graduates remained flat at 1,039 in 2018/19, while the number of diploma and certificate graduates increased by 16.3% and 10.9%, respectively, over the same time period. The number of master-degree graduates declined from last year, from 27 in 2017/18 to 11 in 2018/19, while developmental graduates have also increased over the last year, from 35 in 2017/18 to 42 in 2018/19.

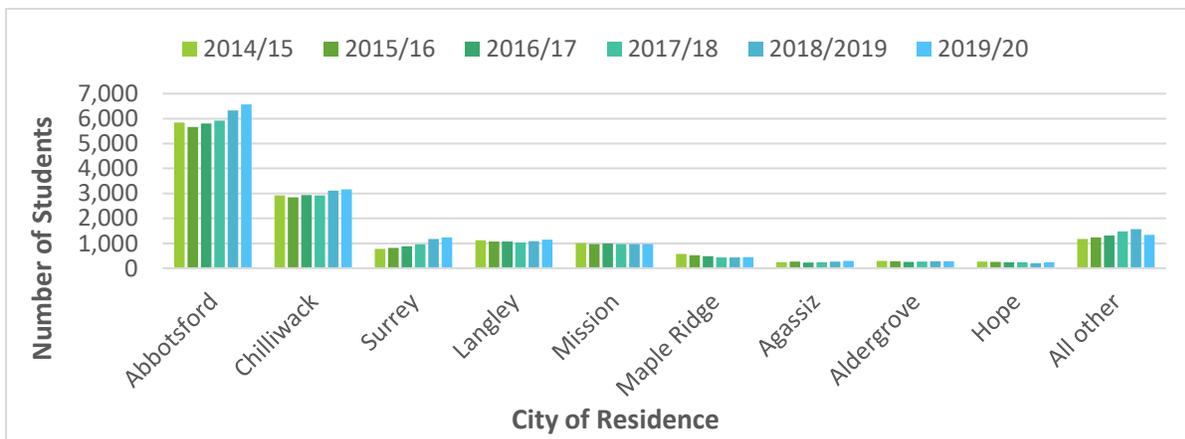
When we look at the last five academic years (2013/14 to 2018/19), the total number of UFV graduates has grown by some 10.6%. The largest increase is seen in the number of short certificate graduates, which have increased by 18.3%, followed by bachelor-degree graduates at 16.3%, certificate graduates at 15.4%, and diploma graduates at 4.6%. In the same time period, the number of master-degree graduates has decreased by 52.2%. The numbers in this table will not match the numbers in the Performance Measure 2 results (Section 2.2.1, Domestic Credentials Awarded), since the Performance Measure is (i) a version of a 3-year average, (ii) uses fiscal rather than academic year, and (iii) does not include credentials awarded to international students, as well as some credentials such as apprenticeship, short certificate and other.

Figure 24: Graduates by Credential Type, by Academic Year, 2013/14 to 2018/19 (UFV internal data)



This year, 71.7% of UFV students live in Abbotsford (41.9%), Chilliwack (20.2%), Mission (6.2%), Agassiz (1.9%) or Hope (1.5%), while 19.8% live in cities immediately to the west of Abbotsford such as Surrey (7.9%), Langley (7.3%), Maple Ridge (2.8%) and Aldergrove (1.8%). Over the past five years headcount has increased 10.3%. The largest share of this growth has occurred in Abbotsford, accounting for 49.1%, followed by Surrey (31.3%) and Chilliwack (16.5%); the smallest (which are actually negative) shares occurred in Maple Ridge (-8.3%), Mission (-2.5%) and Hope (-2.0%). In the last five years, the total number of international students increased by 1,307 students or 125%; international students residing in Abbotsford increased by 877, and those in Surrey by 279. The number of domestic students is almost flat; areas with significant changes are Chilliwack (+242), Surrey (+180), and Maple Ridge (-120). UFV students' city of residence from 2014/15 to 2019/20 is shown in Figure 25.

Figure 25: Students' City of Residence, 2014/15 to 2019/20 (UFV internal data)



Note: Students self report residence data.

Selected UFV undergraduate baccalaureate-track students (based on year of study) are invited to participate in annual surveys from the Canadian University Survey Consortium (CUSC), and every three years from the National Survey of Student Engagement (NSSE) international student survey. Throughout this report, we have included relevant results from these surveys, which are discussed in greater detail

in Section 2.2.2 External Surveys. Below we summarize some results from the CUSC 2019 survey of first-year students that speak to the unique qualities and characteristics of our students. Group 1 consists of institutions, including UFV, that offer primarily undergraduate studies and have smaller student populations; overall includes all participating Canadian universities.

From the CUSC 2019 survey of First-Year students, we see that UFV survey respondents were **more likely** to:

Live with parents, guardians, or relatives	86% of UFV respondents live <i>with parents, guardians, or relatives</i> compared to 45% in Group 1 and overall.
Be employed	67% of UFV respondents are <i>employed</i> , compared to 41% for Group 1 and 36% nationally, with UFV students working an average of 16.1 hours per week, compared to 14 hours per week for Group 1 and 13.8 hours per week overall.
Be a first-generation student	32% of UFV respondents listed their parents' highest level of education as <i>some college or university or high school or less</i> compared to 21% for Group 1 and 20% overall.
Be under 18 years old	89% of UFV respondents reported being age <i>18 and under</i> (as of September 1, 2018), compared to 79% for Group 1 and 77% overall.
Consider cost of tuition when selecting a university	79% of UFV students responded that the <i>cost of tuition and fees</i> was important when selecting their university, compared to 58% for Group 1 and 52% overall.
Consider location when selecting a university	71% of UFV students ranked <i>living close to home</i> as important when selecting their university, compared to 46% for Group 1 and 45% nationally.
Use parking facilities	63% of UFV survey respondents use <i>parking</i> facilities, compared to 38% for Group 1 and 27% overall.

UFV First-Year students are **less likely** to:

Become involved in campus activities	Only 29% of UFV participants responded that they had at least some success <i>becoming involved in campus activities</i> , compared to 52% in Group 1 and 50% overall.
Be given the chance to evaluate the quality of teaching	Only 15% of UFV respondents said they <i>were given the chance to evaluate the quality of teaching in their courses</i> , compared to 54% for Group 1 and 57% overall.
Have received a financial award	Only 17% of UFV respondents said that they had <i>received a financial award from their university [UFV]</i> , compared to 57% for Group 1 and 64% overall.
Complete degree at UFV	70% of UFV participants stated that they <i>plan to complete their degree at their institution [UFV]</i> , compared to 75% for Group 1 and 83% overall.

UFV continuously strives to do better and provide our students with excellent services and experiences. Addressing student problems and concerns are key objectives. Our goal is to make our students' post-secondary education enjoyable and a prized learning experience.

1.2.5 Research

UFV has a strong reputation for its applied approach to research. Applied research at the university continues to impress for its relevance to undergraduate education and its involvement and engagement of students. Priority is given to research that supports regional development as per UFV's strategic goals. Research is integral to the work of the university, particularly the integration of research and teaching into faculty work. Every year there is growth in the number of research requests and in the collaborative work done by faculty and students who come to the Research Office to seek information and support for their research initiatives. Assistance, comprised of both monetary and non-monetary support, is provided in various ways. The education experience of students is enriched through funding for research assistant positions and support for undergraduate students who present at conferences. Assistance is provided to faculty and students in preparing their grant applications and proposals as well as for the management and administration of successful grants. Faculty receive guidance in developing their research programs, with their applications for internal funding, and when applying for sabbatical.

Teaching, research, scholarship, and service to the community are essential and interrelated elements of UFV's mandate. Research supports teaching, learning, skill development, and knowledge translation; it enables community engagement for both students and faculty. The focus on students as researchers and as research assistants is part of our commitment to the strategic goal to provide the best undergraduate education in Canada.

Faculty are engaged in a wide variety of research programs aimed at addressing regional issues, many of which also have applications at national and international levels. UFV promotes the integration of teaching and research by publicizing and propagating the opportunities for students to be involved in inquiry-based learning. The involvement of students in research projects occurs as part of their course curricula, as funded research assistants to faculty through grants and UFV's research assistance program, as members of community research teams, and as supported conference presenters. Undergraduates have the opportunity to gain valuable presentation experience by showcasing their projects through events such as Student Research Day.

UFV faculty and students are committed to conducting research of the highest quality, meeting or exceeding academic and professional standards. They are actively involved in various types of research, scholarly activity, and other creative endeavors across numerous disciplines. The university supports both individual and group research in all of its program areas and strongly encourages multi-disciplinary research, particularly through its centres and institutes. UFV has a Human Research Ethics Board, an Animal Care Committee, and Biosafety and Biohazard officers in place to ensure research projects and labs meet strict national compliance requirements.

UFV's Strategic Research Plan for 2016-2020 aligns with the university's strategic goals. The plan identifies strategic actions to develop several select research programs in depth, rather than commit to a wide range of activities that might not result in a program of sustainable research. Research enriches the learning experience of our students and UFV strives to create as many opportunities as possible for them to be actively involved in research. Undergraduate students benefit from a research experience by advancing their skills and providing invaluable experience that often leads to their admission to graduate programs. The Research Plan identifies interdisciplinary possibilities for each of the research strategic priorities, where diverse groups of faculty and students may work together.

UFV remains committed to working in partnership with the private and public sectors for an improved quality of life through research in social, environmental, health, science, and educational disciplines. UFV's research centres and institutes include the Food and Agriculture Institute, the Centre for Global Development, the Health and Social Innovation Hub, the Centre for Education and Research on Aging, the Centre for Public Safety and Criminal Justice Research, the Peace and Reconciliation Centre, the Esposito Family Centre on Innovation and Entrepreneurship, and the South Asian Studies Institute. In addition, the Luminescence Dating Lab is the only such lab in Western Canada. The centres and institutes are well engaged with industry, faculty, and community, with a focus on working collaboratively on education, training, and research.

The Canada Research Chair in Food Security and Environment, Dr. Lenore Newman, continues to conduct research, including a number of collaborative projects with the community and with governments at various levels (Box 3, p. 20). The Canada Research Chair in Indigenous and Community-Engaged History, Dr. Keith Carlson, has built upon his record of partnered research with Stó:lō communities in the Fraser Valley and is working on the creation of a training and research centre for Indigenous youth at the Chilliwack campus. Canada Research Chair in Health and Community, Dr. Cindy Jardine (Box 6, p. 48), has been engaged in health promotion involving diabetes, obesity, and suicide prevention in two rural First Nations Communities, and two Métis communities in Canada.

The Research Office supports the implementation of education-related Truth and Reconciliation Commission's Calls to Action in ways that are relevant to the scope of research. The office has initiated a strategy for the decolonization of research that aims to ensure that research that addresses Indigenous issues of concern includes Indigenous communities as partners right from the beginning when research questions are formulated, rather than merely adding them as collaborators mid-way through the process. Some activities supporting this strategy include presentations to the Research Advisory Council and the Human Research Ethics Board. The Research Office's ongoing strategy includes steps to meet the Canada Research program requirements to continue meeting Equity, Diversity and Inclusiveness targets.

Further support for the Calls to Action in the Truth and Reconciliation Report is the creation of two new research centres that explicitly aim to address issues in Canadian society that have arisen from Canada's history of colonization. The Peace and Reconciliation Centre has very strong support from the community to build partnerships with Indigenous communities and to provide safe spaces for cross-community dialogue. The Health and Social Innovation Hub, founded upon a broad consortium of health providers that includes the First Nations Health Authority, will initiate research that will provide innovative health approaches for marginalized communities.

UFV is actively engaged with faculty in securing and administering Tri-Council Research grants from SSHRC, CIHR, and NSERC. Competition for government and council funding for research is increasingly competitive and frequently more difficult to obtain for the small universities. Nevertheless, there is a growing number of UFV faculty that are successfully accessing this nationally competitive source of research funding. The university, along with the Research Office, is continually exploring possible external funding sources in industry and in the community, while building a strong reputation for relevant, applied research.

Box 6: UFV Received Federal Funding to Research Preventive Measures in Spread of Diseases Like COVID-19

The University of the Fraser Valley is receiving funding from the Government of Canada for research aimed at mitigating the spread of contagious diseases like COVID-19, particularly amongst international travelers.



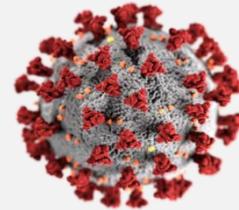
A team led by Dr. Cindy Jardine, UFV's Canada Research Chair in Health and Community, will conduct research on the health information needs and gaps faced by families visiting friends and relatives in their countries of origin.

“Containing an emerging disease, such as the 2019 novel coronavirus (COVID-19) depends on stopping the spread of the disease to other areas around the world,” she notes. “People who travel back to their countries of origin to visit friends and relatives are often at a higher risk of getting the disease and then spreading it to others. A better understanding of these travelers’ knowledge, risk perceptions, information needs, barriers to pre-travel care and advice, and access to protective measures will help us better develop strategies to keep travelers healthy.”

UFV is one of four universities in B.C. to receive funding announced today by the Government of Canada ([news release](#)) for COVID-19-related research.

The UFV grant, valued at \$273,978 over two years, is part of a federal government investment of nearly \$27 million supporting 47 research teams across Canada whose focus will

be on accelerating the development, testing, and implementation of measures to deal with the COVID-19 outbreak and the outbreak of other infectious diseases.



The research will help inform clinical and public health responses, develop and evaluate diagnostic tools and vaccines, as well as create strategies to tackle misinformation, stigma, and fear.

The UFV study includes partner researchers from Australia and New Zealand, helping ensure the research and recommendations will be part of a coordinated international response and will include senior members of the B.C. provincial health system. The project will work in the Fraser Valley and Lower Mainland.

The UFV team will collaborate with health authorities and community agencies in seeking information from Chinese and Punjabi travelers, international students, and family physicians, using a combination of focus groups, surveys, and interviews.

The project supports the importance of working with travelers in the Visiting Friends and Family category in collaboration with primary care health providers in understanding and taking action to prevent disease spread as well as health promotion to avoid stigma.



Other UFV researchers involved in the project include Dr. Martha Dow, head of the newly formed Health and Social Innovation Hub at UFV, and Dr. Satwinder Bains, director of UFV's South Asian Studies Institute.



Dr. Garry Fehr, Associate Vice-President, Research, Engagement, and Graduate Studies at UFV, is delighted that UFV is being recognized as a leader in community health research. “We are pleased the Canadian Institutes of Health Research (CIHR) has endorsed the

research project that draws from the strength of Cindy Jardine and UFV to bring together an interdisciplinary team of experts from within UFV, from across Canada, and internationally. Risk communication and public education programs focused on populations that travel internationally to visit friends and family will help to mitigate the spread of COVID-19, and other viruses that may emerge in the future.”

This Rapid Research Funding Opportunity is a partnership between CIHR, Natural Sciences and Engineering Research Council of Canada (NSERC), Social Sciences and Humanities Research Council (SSHRC), Canada Research Coordinating Committee (CRCC) through the New Frontiers in Research Fund (NFRF), International Development Research Centre (IDRC) and Genome Canada (GC). Backgrounder available [here](#).



Convocation, 2019

2. Performance Plan



New Student Orientation, Fall 2019

2.1 Goals and Objectives

2.1.1 Changing Lives, Building Community

2.1.1.1 UFV's Strategic Plan

The foundation of all planning for the university is UFV's Strategic Plan. UFV's Strategic Plan lists three major goals that describe who we need to be and what we need to do to achieve our strategic goals.

The plan lists three major goals:

- 1. Provide the best undergraduate education in Canada;**
- 2. Be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley; and**
- 3. Be innovative, entrepreneurial, and accountable in achieving our goals.**

The goals are interrelated, but essentially, the first strategic goal is about students; the second is about community; and the third provides an enabling strategy for the first two. These strategic directions drive our education planning. We measure our achievements against the twin touchstones of students and community.

Box 7: Strategic Directions

1. To provide the best undergraduate education in Canada

To achieve this goal, the University will:

A. Offer degree, diploma, certificate, and apprenticeship programs that:

- provide accessible and challenging learning experiences that instill a passion for learning and develop the lifelong capacity to learn;
- provide the knowledge and foster the development of the critical-thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship - locally and globally;
- use the best pedagogical practices, informed by a commitment to current research and scholarship; and
- engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience, research, problem-solving, and creative work.

B. Provide services for students that:

- enable their successful transition into the University;
- enable successful progress toward their educational goals;
- guide career selection and transition to employment; and
- build lifelong relationships with the University.

C. Provide an environment that:

- is inclusive, welcoming, and engaging for all;
- embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views;
- involves students in governance and decision-making; and
- offers vibrant campus experiences supporting social, intellectual, and personal development.

2. To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley

To achieve this goal, the University will:

- promote opportunities for dialogue and intellectual development;
- establish formal relationships with the Fraser Valley communities that ensure mutual understanding of the goals and priorities of each and promote and support collaboration on common goals;
- partner with the community in cultivating international awareness and understanding, bringing the world to the Fraser Valley and the Fraser Valley to the world;
- give priority to research and scholarship that benefit the economic, social, and cultural development of the Fraser Valley;
- give priority to educational programs, co-op placements, practice, and service learning opportunities for students that benefit the citizens of the Fraser Valley;
- partner with members of the community to ensure socially and environmentally-responsible economic development;
- establish university extension services and continuing education that promote and support the economic, social, and cultural development of the Fraser Valley;
- collaborate with K-12 education providers in the Valley to promote increased participation in post-secondary education, successful transition to the University, and the delivery of adult basic education;
- partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities;
- collaborate with members of the community to develop vibrant, engaging cultural programs; and
- partner with members of the community to promote innovative business and industry development in the Valley that builds on and supports the educational, research, and service strengths of the University.



3. To be innovative, entrepreneurial, and accountable in achieving our goals

To achieve this goal, the University will:

- ensure that all decision-making is evidence-based, transparent, and accountable;
- regularly review all education, research, administrative, and service functions to ensure they are consistent with the goals of the University, best practices, and responsible stewardship of resources;
- establish educational, research, service, and human resource plans with measurable targets that recognize and respect the financial limitations and serve the goals of the University;
- establish best practices for the recruitment and support of the career development of all employees;
- promote widespread participation in decision-making and governance consistent with legislation and best collegial practices;
- adopt innovative and environmentally-responsible practices of stewardship of the University's lands and other resources;
- pursue revenue-generating opportunities that provide the financial support needed to fulfill the goals of the University while respecting its values and integrity;
- foster a culture of philanthropy; and
- recognize, celebrate, and publicize our successes.

2.1.2 Planning at UFV

UFV's Strategic Plan supports the current Education Plan 2016-2020. All planning at UFV is built on top of, and refers to, these foundational plans to ensure that it is consistent with the university's goals, values, vision and mission.

The Ministry's regular planning documents—including the 2019/20 and 2020/21 fiscal year Ministry Mandate Letters, the Service Plan, and the System Objectives detailed in the Accountability Framework Standards and Guidelines Manual—provide direction for UFV's activities and planning. The university also reviews and incorporates direction from specific initiatives including the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, B.C.'s International Education Strategy, the Conference Board's Skills for Success, the Taxpayer Accountability Principles, and the Administrative Service Delivery Transformation initiative, as well as the BC Labour Market Outlook.

2.1.3 Alignment of UFV Goals and Objectives with Ministry Goals and System Objectives

UFV's Strategic Plan lists the three overarching goals of the university. These goals and their strategies for implementation work in agreement with the Government priorities for the university as set out in the annual Mandate Letter. UFV's goals and activities also support the objectives identified in the Ministry Service Plan. Lastly, UFV's goals align with the five system objectives laid out in the Accountability Framework. We first outline how UFV has worked to support the priorities identified in its 2019/20 Mandate Letter; we then describe activities, planned or underway, related to the priorities listed in the institution's 2020/21 Mandate Letter. Finally, we detail how UFV's goals support the Ministry Service Plan and System Objectives, along with additional examples of undertakings UFV has engaged in over the last year that realize these goals and objectives.

2.1.3.1 Mandate Letter Priorities

In cases of overlap between the 2019/19 and 2020/21 Mandate Letters, we reference, rather than replicate, material.

Reporting on the 2019/20 Mandate Letter Priorities

Priority 1

Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

The Truth and Reconciliation Commission places primary responsibility for many of the 94 Calls to Action with educators and their institutions. As the university accepts its multiple responsibilities and continues to lead the way in our community and among post-secondary institutes in Canada, it is critical that we look at addressing gaps, recognize new areas, and optimize our response at this intersection. Our goal is to ensure graduates leave UFV and enter (or re-enter) the workforce with the requisite skills needed to improve the relationships between Indigenous and non-Indigenous peoples in this country.

To answer the Truth and Reconciliation Commission of Canada's Calls to Action, the university relies on its guide to Indigenization at the university, *Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization*.

Shirley Anne Swelchalot Hardman, Senior Advisor on Aboriginal Affairs, attended a consultation/working group with the Ministry in Victoria, on July 8, 2019 on the Aboriginal Post-Secondary Education and Training Policy Framework. The consultation considered updating the Framework in order to align with the provincial government's commitment to fully implement the UN Declaration on the Rights of Indigenous People and the TRC Calls to Action, to reflect the current climate of the post-secondary

education (PSE) system in B.C., and to advance the B.C.-Specific First Nations PSE Model that is currently under development.

Shirley Hardman is a member, and elected to the executive, of I-LEAD (Indigenous Leadership in Post-Secondary Institutes), which includes the senior leadership positions in B.C. post-secondary institutions who are primarily responsible for and focused on Indigenous education, services, and community engagement. I-LEAD regularly engages with the Ministry regarding strategy, including implementation of the TRC Calls to Action by B.C. post-secondary institutions.

In December 2019, Shirley Hardman, along with Vancouver Island University's Sharon Hobenshield, presented on I-LEAD and opportunities for future participation to the B.C. Indigenous Post-Secondary Education and Training Partners Group (PSE Partners), which includes participation from the Ministry of AEST and Indigenous and post-secondary partners.

UFV utilized the Ministry's Indigenous Initiatives funds to undertake the Indigenous Academic Success Cohort (IASC). This transition year program, offered for first-year Indigenous students, included guided academic support, and life skills and cultural programming, all as part of UFV's strategy to increase Indigenous students' success and respond to the TRC Calls to Action. Planning for this activity involved consultation with Ministry staff. UFV also participated in a teleconference which provided an opportunity to give feedback to AEST on this funding opportunity.

UFV continued to offer a range of supports for Indigenous students through the Indigenous Student Centres located on our Abbotsford and Chilliwack campuses. The purpose of our Indigenous Student Centres is to provide easy access resources and a friendly, home-away-from-home environment to help our students reach their potential. We work to provide cultural and academic support, to help bridge the gap between the university and Indigenous peoples, and to help facilitate the Indigenization of our Academy.

The university:

- Focused on holistic support for Indigenous students that acknowledges that they walk in two worlds.
- Increased cultural programming for students, including craft and storytelling sessions, community meals, and culturally-based events such as Métis Day.
- Established an Indigenous Peer Mentor program with paid Indigenous student mentors.
- Increased collaboration across student service areas to support Indigenous students; these include partnerships with Student Life, Counselling, and Academic Advising.



National Indigenous Peoples Day, 2019

The College of Arts has led the establishment of the Peace and Reconciliation Centre with the Steering Committee of Community and Faculty Members being chaired by our Canada Research Chair in Indigenous and Community-Engaged History, Dr. Keith Carlson.

Throughout this report, and particularly in Appendix B—Mandate #1 Progress Report, Progress on Truth and Reconciliation, further examples of UFV’s participation in the Call to Action from the Truth and Reconciliation Commission are presented.

Priority 2

Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:

a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.

Following the 2017 announcement of B.C. Premier John Horgan, UFV eliminated tuition fees on Adult Basic Education (ABE) and English Language Learning programs. At UFV, ABE student numbers have not yet rebounded to the levels we had prior to when tuition was introduced. In ABE, we produced 252 domestic FTEs in 2019/20, down from the 274 FTEs in the previous year. For English as a Second Language (ESL or ELL), our domestic FTEs have increased from 29 FTEs in 2018/19, to 45 FTEs for 2019/20. With an ongoing marketing campaign, we continue to make potential students aware that these programs are tuition free. To better reflect enrolment patterns and in consultation with the Ministry, UFV has revised its Developmental FTE targets to 325 FTEs in 2020/21 and 2021/22.

Since the introduction of the Provincial Tuition Waiver Program (PTWP) in September 2017, 90 UFV students have benefitted from the program—the third highest number of students participating in public post-secondary institutions in the province, and an increase of 28 students over last year. UFV Financial Aid and Awards has a webpage with detailed information about the Former B.C. Youth in Care funding and are available to assist students with questions and in the application process.

Financial Aid and Awards routinely meets with PTWP recipients to check in on their work load and program fit, and makes appropriate referrals for Academic Advising, Career or Personal Counselling, the Indigenous Student Centre, the Centre for Accessibilities as well as liaising with students and their support workers to assist with their applications, transfers and appeals. In addition to the PTWP, Financial Aid and Awards support waiver recipients with a range of student services and funding opportunities that include:

- AYA—Agreements with Young Adults transitioning from care.
- YEAF—Youth Education Assistance Fund.
- YFEF—Youth Futures Education Funding for approved PTWP recipients to assist with educational related funding.
- AUG—Adult Upgrading Grants (upgrading courses are not covered by PTWP).

- Other need based funding sources, such as student loans, low income grant opportunities, labour market grants, UFV bursaries, student emergency grants & Indigenous emergency funding, and Inspire bursaries.
- UFV scholarship/leadership awards, Study Abroad scholarships, and external award opportunities.

UFV used \$14,500 in one-time funding received from the Ministry to supplement the Indigenous Emergency Assistance Funding to help Indigenous students who are facing unexpected financial hardship.

This year, we have increased the number of Indigenous elders at UFV. Currently, we have eight elders and two resource people who are working with the Indigenous Student Centre. Elders provide cultural, social, and emotional support to our students. They also promote an understanding and respect for Indigenous perspectives, culture, and values that support Indigenization at UFV. Each elder has a special gift and lived experiences and we are very grateful to have this diversity and wealth of knowledge for our students, staff, and faculty.

UFV Student Wellness & Development has several initiatives to assist vulnerable and underrepresented students:

- **Peer Resource and Leadership Centre (PRLC)**
As part of the holistic peer support it offers students, this centre provides free Naloxone kits along with information and training on how to use them. This initiative helps prevent overdoses in the university and greater community.
- **UFV-SUS Food Bank**
The UFV-SUS Food Bank provides food hampers to UFV students in need. The food hamper program was created to help students in emergency situations and those having difficulty affording necessary food. The program is not for supplementary purposes and is not a free grocery program. We serve current UFV students and their families through a partnership program between Student Life, the UFV Student Union Society, and Archway Food Bank.
- **LGBTQI+**
As a training program open to all staff, faculty, and students, the PRLC has developed the Creating Dependable Allies workshop. This training focuses on supporting those in the LGBTQI+ community and provides participants with a rainbow decal to put on their office door so that students in need can identify an ally and a safe space to seek support.
- **Student Support Centre**
Intended to serve students who are at risk of not persisting for a variety of reasons, the Student Support Centre provides case management and appointments to help students connect to supports on and off campus and to problem-solve the challenges they may be facing in their daily life. Specific initiatives focus on Academic Continuance and Campus Navigators.
- **Campus Navigator Program**

The Campus Navigator program is in the early stages of development. The program addresses barriers facing student groups who are statistically less likely to persist. Primarily focusing on the increasing numbers of former youth in care (FYIC) accessing post-secondary (due to the Provincial Tuition Waiver Program), the goal is to develop a peer program with leaders who identify with their communities. Focus will be given to the specific and varied barriers these groups face, with peers providing the needed guidance to this new, university setting. After the projected success of the FYIC pilot, we intend to replicate this program for other student groups that have a lower outcome expectancy for higher education.

- **Student Continuance**

As a joint initiative between the Advising Centre and the Student Support Centre, attention is being paid to the many students who are on academic warning, probation, or required to withdraw. Currently, the specific supports being offered to this population are emails requesting meetings by the advising team. Planned program initiatives include a “transitioning out” program for students who are required to withdraw, frequent and regular information sessions for students wanting to learn more about their academic status and steps forward, and course and program planning for students on Academic Probation to help them succeed in their academic career.

UFV has delivered many University 101 courses, which were created and designed to introduce students to develop the knowledge and skills needed to thrive in diverse and dynamic learning environments, contribute to academic conversations, make connections between disciplines, and identify how their education will impact their lives and their communities. Students become familiar with the supports and programs offered at UFV through a semester-long project, group work, guest speaker events, and service learning projects. After completing this course, students will be able to:

- Engage in meaningful conversation about university life within a variety of different cultural contexts.
- Reflect on how knowledge is gathered, created, and situated in the university environment.
- Discuss the ethics and responsibility of knowledge creation and ownership.
- Collaborate with peers to solve a multidisciplinary problem.
- Access university resources and services required to support learning.
- Discuss university policies around student behavior and expectations inside and outside the classroom.
- Identify university resources and effective habits to support student health and wellness.
- Describe the purpose of specific university documents (i.e., transcripts, timetables, schedules, My Grad Plan).
- Use the university’s learning management system.
- Evaluate ways a university education will impact their career and life choices.

- Use micro learning and small service learning opportunities to reflect on the individual's place and role in the community.

b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).

Through program development, planning, prioritization, and review processes, UFV continues to deliver programming aligned with high demand occupations and priority sectors to meet the labour market demand in the Fraser Valley and B.C. In 2019/20, UFV introduced new programming in technology with the Coding Skills associate certificate, in trades and technology with the Digital Fabrication diploma, and in the health sector with the Activity Assistant certificate. Other new programs in 2019/20 include the Graduate Certificate in Child Life and Community Health, the Bachelor of Environmental Studies and the Bachelor of Environmental Studies (Natural Sciences), the Master of Education in Leadership and Mentorship, the Associate Certificate in Integrated Learning Design, and the Graduate Certificate and Diploma in Migration and Citizenship.

UFV was awarded TECH Expansion funding by the Ministry to increase its program delivery related to the technology sector. This will contribute to the production of an additional 40 targeted FTEs related to the technology sector, in program areas including applied bioinformatics, coding, digital fabrication, graphic and digital design, and media arts by the end of 2020/21. The 40 FTE are to be delivered over a two-year period; beginning with 20 FTE in 2019/20 and an additional 20 FTE in 2020/21. This year, the university achieved its target of 20 TECH Expansion FTEs, which included activity from the Coding Skills associate certificate, the Digital Manufacturing diploma, and the Graphic and Digital Design Minor and Extended Minor.

UFV's new Activity Assistant certificate produced five new FTEs towards its Allied Health target this year.

As a result of strong enrolment in the Bachelor of Media Arts, the university has offered increased graphic and digital design programming on the Abbotsford campus.

UFV offers six apprenticeship programs, along with 11 foundation trades programs preparing those with no trades experience for entry into an apprentice program. All 11 of these foundations programs are open to Fraser Valley high school students.

High school students are also eligible to participate in UFV's Explore Trades Sampler program. This program allows students to sample a series of trades to see which, if any, are suited to their goals and interests. Additionally, the program



Skills Canada Trades and Technology Centre Try a Trade, 2019

gives students a set of basic trades skills, and certificates in Forklift Truck, First Aid, and Workplace Hazardous Material Information Systems. In addition, every fall, UFV offers an Explore Trades Sampler just for women. There are also several other trades courses offered through UFV's Continuing Education department, including tech-oriented courses on programmable logic controllers and computer-assisted drafting.

This year, UFV saw an overall increase of 63 FTEs in Trades programming. The increase was a result of additional seats (sections) and increased registrations in programs such as Heavy Mechanical Apprenticeship, Carpentry Apprenticeship, Automotive Apprenticeship, Welding Foundation, Auto Collision Repair and Refinishing, Carpentry, and Professional Cook certificate; all of which are programs that lead to occupations identified in the BC Labour Market Outlook: 2019 Edition's list of top 15 trades.

UFV's Health and Wellness Strategist ensures marketing and promotion of training for high demand occupations in health care (health care assistants, certified dental assistants, nurses, and allied health care professionals).

UFV received \$100,000 in one-time funding in 2019 from the Ministry to support activities at the Agriculture Centre of Excellence. Activities undertaken with the funding include the building of an apiary, along with a training program held in the apiary, which included 62 students and 8 faculty participants. The apiary ensures the sustainability of the Agriculture program's horticulture certificate, as the necessary infrastructure is now in place. Part of the funds were also used to hire a consultant, Dr. Laila Benkrima, to develop protocols that will allow the university to combine food from UFV's greenhouses with wild foods from the Stó:lō harvesters for use in our culinary program.

The federal and provincial governments are contributing funds for two projects aimed at improving honey harvesting and cranberry yields. An innovation project proposed by the University of the Fraser Valley and the Worker Bee Honey Company was selected to receive \$170,320 to support the development of an automated honey extraction information system to improve honey harvesting in B.C. The proposed system will increase efficiency, reduce processing time and help automate harvesting through improved technology.

UFV continues to be a member of the B.C. Tech Association, a membership that extends to current students and provides the university with opportunities to connect with companies, attend member events, and network with industry leaders.

c. Expanding co-op and work-integrated learning opportunities for all students.

Goal five of UFV's Education Plan is to integrate experiential learning. Academic units across UFV continue to work to streamline existing processes and implement new ones for practicums and internships, along with increasing experiential learning opportunities for students both within and beyond the classroom.

In 2019, UFV created the Centre for Experiential and Career Education (CECE)—an innovative, dynamic, and collaborative hub which brings community, industry, UFV faculty and staff, and students together to advance and support experiential learning, innovation, and career education. CECE received a donation of \$300,000 from RBC Future Launch to better prepare UFV

students for the jobs of tomorrow. These funds are being put to use in developing content for the university's career education tools, expanding our Student Education Enhancement Fund opportunities for students, expanding CityStudio, and designing a diverse set of experiential learning opportunities for our students. On November 21, UFV hosted our RBC partners in celebrating this generous donation.

<https://issuu.com/blackpress/docs/i20191127021734679/20>

The Co-operative Education program continues to grow at UFV. Over the last five years, the number of students in a co-op placement has increased by 50.8%; from 61 students in 2014/15 to 92 students in 2019/20. In the last year alone, the number of students in a co-op placement has increased from 82 to 92 students. The number of co-op placements has also increased over last year; from 118 work term placements in 2018/19 to 124 in this year.

During the past year, students in Computer Information Systems programs accounted for 46.0% of co-op work term placements, followed by students in Science programs with 21.8%, Business program students at 20.2%, and Arts program students with 12.1%. This year, the co-op program added students from the Data Analysis post-baccalaureate program. The UFV co-op program continues to increase the number of relationships with B.C. tech organizations; many local small business tech employers were informed about, and able to hire, UFV co-op students through partial funding from the B.C. Innovation Council B.C. Tech Co-op Grants Program.

Despite the disruption that COVID-19 has caused, co-op students have adapted to the changes in their workplace and are able to see the value of these unexpected experiences, *“Even though this co-op semester was definitely different, it taught me a lot of new skills. The fact that I had to adapt so quickly to the changes really helped me see of what I am really capable of.”*

Nearly two-thirds (64%) of UFV 2018 CUSC survey graduating student respondents reported that they had completed some form of work and learning program experience (including work experience, co-op, practicum, service learning, or internship). UFV senior students that participated in the 2019 NSSE survey reported that 43% had participated (or were in progress) in an internship, co-op, field experience, student teaching, or clinical placement, while 26% of respondents had done work (or were in progress) with a faculty member on a research project.

UFV's Certified Dental Assistant (CDA) students offer low-cost public dental clinics that provides them hands-on work experience. Each spring, the CDA preventive clinic offers affordable preventive services to children and young adults, with care provided by CDA students under the supervision of qualified faculty.

UFV's Bachelor of Science in Nursing program students in their seventh semester of study provide an annual flu clinic to UFV students and employees.

The Work-Study program has been expanded to offer more students the opportunity to work part-time on campus. This year over 240 Work-Study positions were allocated; these professional employment opportunities help students gain experience and build employment skills related to their field of study. Christopher Reed is an international master's student on exchange with UFV's Faculty of Applied and Technical Studies, working alongside Dr. Renee Prasad to study the effects of LED blue light treatment on broccoli microgreens.

[Christopher's Video Presentation](#)

UFV and the City of Abbotsford continue their collaboration with CityStudio, an initiative tackling civic challenges by combining the creative energy of students with the expertise of faculty and City of Abbotsford staff. CityStudio Abbotsford provides an opportunity for students to make a real impact in their local community, facilitates experiential learning and teaching, and fosters collaboration, experimentation and innovation. UFV students share their CityStudio projects, findings, and recommendations at a HUBBUB, an interactive project showcase held twice a year.

This year, CityStudio was expanded to include more classes; it is designed to meet course outcomes by tackling real-world challenges. In winter 2020, over 100 students from Geography, Political Science, and Biology worked in research groups to meet four important civic challenges. Geography students took on the subject of climate adaptation and proposed a variety of innovative



CityStudio Abbotsford, Fall 2019

local solutions. A class of senior political science students combined scientific inquiry and personal reflections to address challenges related to diversity and multiculturalism in Abbotsford. The Geography and Communications classes tackled a long-standing local issue of European starling management, in relation to blueberry crop loss prevention. Their experimental research led them to study the capabilities of drone technology and offered a hands-on experience in developing public surveys and other communication strategies. Finally, two senior Biology students carried on research and experimentation in eradication of Japanese knotweed, a type of invasive species that is prevalent throughout the Fraser Valley.

Priority 3

Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

The University of the Fraser Valley is committed to providing a civil and safe environment that is respectful of the rights, responsibilities, well-being, and dignity of all of its members. UFV continues to work to improve student safety and overall well-being.

An important part of this work is the prevention of sexual violence and misconduct (SVM). Increased awareness, particularly for students, of what constitutes inappropriate behavior as well as the resources and supports available, aids in preventing SVM and helps to mitigate its harm to victims.

In the fall of 2019, UFV launched a sexualized violence climate survey. All current students were invited to share their perceptions and experiences of sexualized violence in an anonymous, online survey and almost 1,000 students responded. Initial findings show a high level of satisfaction and trust for UFV, its people, and its process around sexualized violence, as well as a very low level of unreported misconduct.

We are in the process of analyzing survey results in detail. The findings will be used to develop preventative programming, improve support services, and inform upcoming changes to UFV policy and procedures which are currently under review. Further information about UFV's Campus Climate Survey on Sexualized Violence is available at <https://ufv.ca/sexualized-violence-prevention/research/>

In This Together is UFV's sexualized violence prevention education program. This suite of three workshops has been developed to help deal with the issue of SVM. The workshops seek to help prevent SVM, to educate people about this problem, and to ensure that those who experience sexualized violence are supported and that their rights are protected. Designed for all UFV students, these workshops aim to promote conversations about consent, active bystander intervention, and support resources in an informal, supportive, and student-centred learning environment.

Each workshop is over an hour long and is facilitated by two Student Educators. The workshops—Consent 101, Citizenship 101, and Support 101—are offered on an ongoing basis throughout the academic year on the Abbotsford and Chilliwack Canada Education Park campuses. A new module that focuses on Human Trafficking is in development, it will become module 4 in the series. UFV has a webpage that provides information on these workshops and other aspects of SVM prevention: <https://www.ufv.ca/sexualized-violence-prevention/>

The *In This Together* program aims to empower our students to become responsible, empathetic, and engaged community members. UFV has worked with Continuing Education to license the *In This Together* series workshops—they have been adopted by the Ministry as the standard for post-secondary education. UFV practitioners will teach other post-secondary practitioners to deliver *In This Together* in a train-the-trainer model.

UFV continues to participate in all three Ministry task forces on SVM. UFV also has ongoing education and awareness campaigns, some of which are in collaboration with the Ministry.

UFV is committed to supporting and improving student mental health. The university continues to run regular campaigns to inform students of available supports and services. In addition, UFV offers free mental health screenings; free workshops on mental health for all students, as well as dedicated workshops for particular program areas.

Throughout the year, UFV brings therapy dogs onto campuses to help students deal with stress.



MAC Therapy Dog Retirement Party, PADS in Training, 2019

Students currently receive peer support through our Coast Capital Savings Peer Resource and Leadership Centre. The PRLC mentors provide holistic assistance for students through one-on-one support sessions and health and wellness programming. They also help students find information in a safe, welcoming, and inclusive space by identifying resources available to them and providing referrals when required. The PRLC coordinator and mentors work closely with the UFV Counselling Department, providing seamless transfer for students who need a different level of support than can be offered by peer mentors.

In order to reduce wait times for counselling services and to increase supports for students, UFV has hired two additional 100% full-time Counsellors, along with two 100% full-time Student Support Coordinators who act as case managers for students facing challenges to their success.

The university launched the inaugural UFV Thrive Week, with a series of events and activities focused on student wellness: <https://www.ufv.ca/prlc/health-and-wellness/>.

The Centre for Peace and Reconciliation (PARC) has been running a series of workshops and dialogue forums to raise awareness of intimate partner violence and the services available. For example, Associate Professor, Dr. Amanda McCormick, and two instructors, Michele Giordano and Simon Thomson, spoke at the College of Arts and PARC's domestic violence event on February 13, titled *When Your Partner Abuses: Practice, Prevention & Public Health Crisis of Intimate Partner Violence*. Catherine Smith (UFV Nursing Faculty) Indrani Mathure (Abbotsford Crown Counsel) and Grand Chief Clarence Penner (Stó:lō Community) also spoke at the event. The forum created a safe space for people to have a robust discussion about a topic that is sometimes taboo. The event was attended by over 120 people who provided overwhelmingly positive feedback. PARC's vision is to be an inclusive, supportive and peaceful place for people to approach differences.

On March 12, 2020, UFV's chapter of the Canadian Nursing Students Association (CNSA) held a Transgender Allyship event. This lunch and learn style event spoke to how nurses can improve their care and be allies to the transgender community. The presentation covered definitions relating to gender identity, the basics of transgender health, and experiences of trans people in the healthcare system.

UFV offers New Student Orientation (NSO) to help students prepare as they begin their journey at UFV. NSO is designed to facilitate students' transition from high school student, transfer student, or the workplace to the university's campus culture by offering programming that supports holistic wellness and success. NSO sessions are also available online.



New Student Orientation, Fall 2019

Priority 4

Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

UFV has held meetings with the local school boards from across the Fraser Valley to discuss ways to align Secondary School Curriculum with UFV's curriculum that make up our certificate, diploma, and degree programs.

UFV has a student recruitment unit dedicated to working with students, parents, and high school counselors on the transition to university. We provide information through an annual publication called the Viewbook, regular and frequent visits to local schools, information published on the UFV website, and continual communication with schools. High school counsellors and advisors can also sign up to receive UFV High School Enews, which will deliver UFV news, program updates, admissions alerts, special invitations and more to their inbox.

Over three-quarters (79%)¹³ of students that transition to UFV from a B.C. high school are from one of the six Fraser Valley school districts (Abbotsford, Chilliwack, Fraser-Cascade, Mission, Ridge Meadows, and Langley). If an eligible high school graduate in the Fraser Valley region transitions immediately to post-secondary, almost half enroll at UFV (48%). UFV is the first choice for five out of the six districts with the exception being Ridge Meadows. In Abbotsford, Chilliwack, and Mission school districts, UFV receives 64% or more of students who immediately transition to post-secondary.

Results from the CUSC 2019 first-year student survey revealed that a very high proportion of UFV students were successful transitioning to UFV; 94% of UFV respondents said they had at least some success finding their way around campus; 95% understanding the course material; 90% meeting academic demands; 94% performing well in written assignments, and 89% choosing a program of study.

The university has reviewed the new B.C. high school curriculum and consequently, changed entrance requirements, university course prerequisites, and the list of approved courses students may use to gain admission to programs. The university has incorporated the changes to ensure that students graduating on the 2019 B.C. Graduation Program will be able to enter all UFV programs.

Priority 5

Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

UFV is a full participant, and early adopter, of the EducationPlannerBC Common Application system. The university's registrar, David Johnston, is a member of the EducationPlannerBC Steering Committee and has supported system troubleshooting. The university was a leader in the implementation of the electronic high school (XML) transcript project.

¹³ Calculation based on aggregated data of Fraser Valley school district graduates from 2008/09 to 2017/18, from the Student Transitions Project (STP) April 2019 data release. Further information on the STP and student transitions can be found on their website: http://www.aved.gov.bc.ca/student_transitions/.

Priority 6

Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

Like many institutions in B.C., UFV has experienced unprecedented growth in international student enrolments over the last four years. To make sure that UFV is able to integrate international students into the university community, ensure their success, as well as maintain the high quality of its programs, the university has developed seven International Student Enrolment Goals (detailed in section 1.1.4.2), with an overall international enrolment target not to exceed 25%.

UFV is one of the founding members of a new group consisting of the heads of International departments from across B.C. This group has engaged regularly with the Ministry. Furthermore, UFV has invested significantly in online marketing initiatives. This is particularly important during the COVID-19 pandemic. While the long-term effects of online marketing campaigns will not be known for some time, early indications suggest that UFV is attracting a far more diverse applicant pool than in previous years.

UFV International recently finalized a 3-year organizational restructure that breaks down the unit into three major teams: Global Engagement, Marketing & Applicant Relations, and Operations. Over its 20+ year history, UFV International had been operating under a largely flat organizational structure. This new structure divides the group into more manageable teams—each with its own core functions—while still allowing for collaboration. Even though this was a logical evolution of the unit's growth, this new structure has proven to be very helpful in managing the team during the remote working environments amid the COVID-19 crisis.

In early 2019, work from the Task Force on International Student Success—an initiative launched as a response to the recent increases in the number of international students and the issues arising across the institution—concluded. The recommendations of the task force were brought forward to UFV's Internationalization Advisory Committee (IAC). The purpose of this committee is to support UFV in the development of strategies and tactics aimed at realizing the five Internationalization Goals of the university, and to establish metrics to measure progress towards each goal. An overarching goal is to ensure that the internationalization efforts at UFV are employed across the institution.

UFV's five internationalization goals are:

- Increase access to, and participation in, international mobility experiences.
- Expand the cultural diversity of the UFV community.
- Design and deliver programs for a rapidly evolving global context.
- Provide services that foster a sense of belonging.
- Support the development of strategic partnerships.

UFV International has launched a number of initiatives aimed at student engagement and retention:

The **TIME-OUT** session aims to build connection and support the transition of new international students at UFV. During the first two weeks of the winter semester (January 6-17, 2020), Friends

Without Borders (FWB) mentors were available daily at the Global Lounge from 10:30 till noon to connect with and assist new students.

Step Cafe is an open, interactive and safe space for international students at University of the Fraser Valley to come together, share knowledge and experiences and take a break from their studies over a cup of coffee. The main goal of Step Cafe is to support the settlement and transition of international students to university life and Canadian life through meaningful connections, active participation, and sharing of relevant information and resources at UFV and in the community.

Friends Without Borders (FWB) is a 7+ week intercultural peer mentorship program that builds social and cultural connections. It promotes intercultural learning by empowering students to become global citizens through cross-cultural exchange. Canadian and international students have the opportunity to experience the rich cultural diversity at UFV. Qualifying students can also receive credits on their UFV Co-Curricular Record.

En Route strives to build intercultural relationships amongst domestic and international students through off-campus events which entail exploring the Lower Mainland via facilitated activities on a monthly basis. Recent trips have seen the group go to Stanley Park, explore Deep Cove in a kayak, and go to Sasquatch Mountain Resort and Whistler-Blackcomb.



UFV Global Lounge, International Orientation, 2019

Priority 7

Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

UFV's commitment to meeting targets in the Ministry's three-year Service Plan is detailed in section 3.1 Finance.

Priority 8

Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

UFV complies with the Tuition Limit Policy and has taken on other initiatives, such as open textbooks, to promote affordability for students.

For 2019/20, UFV's tuition and mandatory fees for domestic students were as follows:

Tuition Fees

Fees per credit (see Notes)						
Fee Type	Undergraduate Courses	Adult Basic Education	Graduate Courses	ELS	Vocational	Trades & Technology
Courses numbered	100–400	All	700	All	Weekly	Weekly
Tuition	\$147.94	Free	\$570.74	Free	\$147.94	\$122.49
Ancillary fee (see Note 1)	\$14.79	\$17.49	\$14.79	\$8.75	\$14.79	\$12.25
Experiential Learning & Wellness (see Note 2)	\$2.96	\$3.50	\$2.96	\$1.75	\$2.96	\$2.45
Total (per credit)	\$165.69	\$20.99	\$588.49	\$10.50	\$165.69	\$137.19
3-credit course	\$497.07	\$62.97	\$1,765.47	\$31.50	\$497.07	
4-credit course	\$662.76	\$83.96	\$2,353.96	\$42.00	\$662.76	
Typical vocational 16-week semester					\$2,651.04	\$2,195.04

Note 1: The ancillary fee provides support for activities, athletics, library and technical services, legacy fund, student accident insurance, and student space. It is set at 10% of tuition.

Note 2: The Experiential Learning & Wellness fee provides support for students in the form of experiential and co-curricular learning opportunities, the Co-Curricular Record, health & well-being, and peer mentoring. It is set at 2% of tuition.

Additional Fees

For all courses except Continuing Education, students will be charged the following fees in addition to the tuition fees each semester.

Student Organization Fees

At the time of registration for each semester, UFV collects Board-approved student organization fees. These fees include membership, capital, shuttle transportation, IT tech support, and U-PASS fees, all on behalf of the Student Union Society, and membership fees on behalf of the Cascade student newspaper and CIVL Radio societies.

Student Union Society Fees

The following fees are charged for every semester in which a student is enrolled:

UFV Student Union Society	\$36.50
Student Union Building	\$35.00
U-Pass	\$38.47
Campus Connector	\$27.23
SUS IT Tech Support Service	\$5.16

Other Societies' Fees

UFV Campus & Community Radio	\$7.85
Cascade Journalism Society	\$6.24

Health and Dental Fee

A Health and Dental fee (\$195.59 for full-time students) is charged to students with nine or more credits, most often in the fall semester. The Health and Dental fee is only charged once per calendar year, according to the first semester attended.

Health and Dental (annual fee for full-time students — fall start)	\$195.59
Health and Dental (annual fee for full-time students — winter start)	\$130.39

Planning for the 2020/21 Mandate Letter Priorities

Priority 1

Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

In the coming year, the university will be adding a second Coordinator, Indigenous Student Transition and Engagement, to ensure ongoing, one-on-one support for all incoming Indigenous students.

UFV also has plans to increase the number of Elders and resource people available to support students and classroom learning/activities.

Throughout this report, and particularly in Appendix B—Mandate #1 Progress Report, Truth and Reconciliation, further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are presented.

Priority 2

Contribute to an accessible and relevant post-secondary system by:

- ***Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;***

UFV is committed to participating in a Ministry-led Campus Navigator Community of Practice. To date, our Student Support Coordinators have been providing Campus Navigator supports, and we look forward to learning of new ways of doing this work.

UFV is committed to wrap around supports based on a model of holistic student development. Wrap around support is embedded in particular programs, such as the Indigenous Student Transition Program. Additionally, there has been significant growth in our UNIV 101 programming (Introduction to University and the Liberal Arts), in which all international students participate. The course includes a range of learning and engagement with UFV supports and services to enable successful transition to post-secondary studies.

UFV supports gender parity and equity in a number of ways:

- Supporting gender diversity by allowing for multiple identifiers on official document and self-serve options to ensure students can use their preferred names.
- Ensuring non-discriminatory access to washrooms based on gender identification.
- Providing free access to feminine hygiene products for all female-identifying students and employees in both female, unisex, and private washrooms.
- Ensuring access to leave time for victims of domestic violence.
- Providing emergency housing for students in unsafe living situations, the majority of whom identify as female.
- Providing access to financial supports and services, such as bursaries which promote gender equity, as well as our Food Bank and other services.

UFV offers an Explore Trades Sampler program just for women (see Box 8: Needed: Women in Trades, page 80).

UFV's Bachelor of Science in Nursing (BSN) program students take part in patient simulations, which allow the acquisition of clinical skills through hands-on practice. For example, on March 5, 2020 a class of semester 4 BSN students were given the opportunity to interact with a simulated patient struggling with their mental health. This patient was portrayed by an individual external to the classroom and that they had never met before. This allowed the students to experience this setting more realistically than if it had been their instructor or a peer portraying the patient. The following week, the same students were led through a simulation demonstrating the difficulties of living in poverty and how a person's situation can impact the way they are able to receive health care.

UFV and the Student Union Society teamed up to present the first annual Pride Conference in early September.



UFV and the Student Union Society present Pride Culture conference, September 2019

Other activities and initiatives are included under the 2019/20 Mandate Letter Priority 3.

- ***Ensuring student safety and inclusion;***

The university is developing a set of UFV-specific training workshops on mental health which will focus on building awareness, decreasing stigma, and empowering employees and students to support those with mental health issues.

UFV plans to hire a new Director, Counselling and Student Wellness, to provide institutional direction and strategy on student wellness and bring together a number of areas currently focused on delivering programming and supports.

Other activities and initiatives are included under the 2019/20 Mandate Letter Priority 3.

- ***Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;***

Several Faculty of Health Sciences courses are offered as hybrid sections with both online and in-class components, making use of platforms such as BlackBoard and BlueJeans. This digital experience has been especially helpful as UFV has had to transition to remote learning during the COVID-19 pandemic.

In 2019 UFV International initiated investing in digital marketing. The strategy focuses on recruiting students from 25 countries in Asia, Africa, Europe, and South America to increase student diversity at UFV. So far, these efforts have had some success. For the first six months of the campaign, UFV International has reached people in 25 countries with UFV-branded

messaging and ads through search engines, third party websites, and social media channels. These efforts have directed approximately three million visitors to the UFV International website.

Brand new to UFV's Teaching and Learning Centre (TLC) are the MicroCourse workshops to familiarize faculty not only with tools in Blackboard (BB) but also the pedagogy behind the tools to enhance the student online learning experience. These courses attract upwards of 30 participants each and promote collaboration among peers and instructors. Faculty learn how to develop student engagement, create easy-to-navigate course designs, and discover new ways to assess student learning. All employees at UFV are welcome to attend these courses, which are scheduled to September 2020. <http://events.ufv.ca/tlc/>

In addition to the MicroCourse workshops, TLC staff have provided more than 600 individual training sessions and consultations on a variety of topics, including Indigenization and internationalization, while utilizing various delivery methods.

Also, activities and initiatives included under the 2019/20 Mandate Letter Priority 5.

- ***Providing programming that meets local, regional or provincial labour market and economic needs; and***

The Province made a \$300,000 investment through the Aboriginal Community-Based Training Partnerships Program to fund the Stó:lō Aboriginal Skills and Employment Training (SASET) Culinary Arts program—a 12-week pre-trades training program that provides First Aid, Workplace Hazardous Materials Information System, FoodSafe and SuperHost certificates, along with pre-apprenticeship training, including a work practicum placement.

An additional \$200,000 in capital funding from the Ministry of Advanced Education, Skills and Training is also being invested at UFV to build a new test kitchen space and provide equipment for the program. The project is underway at the Trades and Technology Centre (TTC) on the



Minister Lisa Beare visit to TTC for Indigenous Culinary Announcement, March 2019

Chilliwack campus where Lisa Beare, Minister of Tourism, Arts and Culture, made the announcement.

The university has hired an Indigenous Red Seal culinary instructor who will not only fulfill the role in the SASET culinary program, but also assist the Faculty of Applied and Technical Studies broadly to open opportunities for Indigenous learners.

UFV continues to deliver programming that meets the labour market and economic needs of the Fraser Valley and all of B.C. The Bachelor of Environmental Studies (Natural Sciences) will begin accepting students in 2020/21. The university has added several new majors and minors to its program offerings for 2020/21, including Chemistry Honours, Adult Education Minor, International Business Major and Minor, and a Minor in Spanish Language and Culture.

In 2019/20, UFV added an additional cohort of Bachelor of Education students, responding to the need for additional teachers in our local communities. As a result, UFV will have 97 Bachelor of Education graduates at the end of June 2020 and, of these, 45 have already been hired. The university is confident that the remaining 52 will be hired soon, even under the current conditions with remote/distance learning.

Also, activities and initiatives included under the 2019/20 Mandate Letter Priority 2b.

- ***Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.***

UFV understands the importance of international education in today's context so we strive to equip all students with the competencies needed to excel in an increasingly globalized world. With that in mind, welcoming a diverse range of international students into our classrooms is important, but so is providing opportunities for our local students, faculty, and staff to engage with others on a global stage.

UFV incorporates international student enrolment projections into its overall enrolment planning process. This allows UFV to insure, among other things, that domestic students have access to programs that are popular with international students at a time when we have seen large increases in international student numbers.

The effect of the COVID-19 pandemic meant an abrupt change to UFV's outbound mobility initiatives. In early March, the institution had 25 students abroad on exchange, and internships in nine different countries. As borders closed and flights became scarce, UFV International worked to get these students home and covered all costs over and above what the students would have incurred through normal travel home. These disruptions also meant that international mobility (in the form of exchange and study tours) planned for the spring or summer were cancelled. Overall, 100+ students' plans for international mobility experiences were impacted by the pandemic. UFV's work with its travel registry provider, International SOS, and the recent completion of procedures for international travel were very helpful in dealing with this crisis.

As the need for longer-term strategies in this "new normal" becomes more apparent, UFV International is looking at leveraging current partnerships (and exploring new ones) to allow for

virtual exchange and/or Collaborative Online International Learning. Early work in this area is already underway.

International student success is an obvious focal point again as UFV moves to an online environment for the summer courses. A number of the global engagement initiatives have been successfully migrated to an online format (TIME-OUT, Step Cafe, Friends Without Borders, and En Route). Furthermore, while the majority of students enrolled in summer 2020 classes are continuing students, a relatively small group of new international students will begin classes online this summer—either from within Canada or from their home countries. UFV International will strive to ensure that these new students have adequate access to UFV’s student supports as they navigate their academic journey. With that in mind, a robust new student orientation program has been developed to assist students as they begin their summer studies.

The coronavirus situation has resulted to changes in international student enrolments already, and will certainly result in additional changes in the future. For summer 2020, international enrolments fell by 7% from the previous year, but were higher than in summer 2018. As expected, the number of new international students coming to UFV this summer fell by over 80% from the previous summer. The story was different for returning students, we saw an increase of 20% in the number of returning international students from last year. It is uncertain how many new students will come in the fall, but our current estimates put it some 60% less than came in fall 2019. With strong numbers for returning students, the international student FTEs will not decline immediately, but, if the health situation persists and prevents new students from coming to UFV, over time, this will be seen in overall international student numbers as well.

Other activities and initiatives are included under the 2019/20 Mandate Letter Priority 6.

Priority 3

Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

- ***Actively engaging with your local school districts to expand dual credit opportunities for students;***

UFV works with the local school boards across the Fraser Valley to provide Dual Credit opportunities in vocational and academic programs. As an example, Abbotsford Career Programs are a joint project of the Abbotsford School District and the University of the Fraser Valley. Students enter at the Grade 11 level, spend two years enrolled in a specialized career or technical program, and graduate having fulfilled the requirements for both secondary school graduation and a university-level one-year certificate. The purpose of the programs is to prepare students directly for employment in their chosen field upon graduation. In some programs, they may choose to ladder their UFV credits into the second year of a two-year diploma or four-year degree program at UFV or another post-secondary institution. Programs currently offered include the Applied Business Technology certificate, Architectural Drafting Technician certificate, Automotive Service Technician certificate, Carpentry certificate, Construction Electrician certificate, Health and Human Services certificate, and Welding certificate.

Another example is the Youth Train in Trades Program, an innovative partnership between UFV and the Chilliwack School District. It allows high school students to take technical, pre-apprenticeship training that provides them with up to 32 dual-credits for high school courses and apprenticeship or industry training programs. Grade 11 students can apply to pursue an apprenticeship career path to obtain the first level of technical training in a particular trade in Grade 12. Training offered includes Automotive Service Technician, Auto Collision Repair and Refinishing, Carpentry/Joinery, Construction Electrician, Heavy Mechanical Foundation, Professional Cook, Plumbing & Piping, Welding, Architectural Drafting, Electronics Technician - Common Core, and Hospitality Event Planning.

UFV continues to host a transition event for Fraser Valley high school counsellors which ensures connection between counsellors and UFV academic advisors, recruiters, and admissions staff. This event provides current information on pathways into UFV, highlighting how B.C. graduation requirements align with UFV entrance requirements across a range of programs. In addition, the event includes an overview of all UFV services and supports available to students. This approach sees high school counsellors support students in making connections at UFV to our supports and services.

The Office of the Registrar, in conjunction with the Undergraduate Education Committee and UFV Faculties, completed its work to assess all of the new courses that form the graduation curriculum. This resulted in updates to admission and pre-requisite requirements for some programs and courses. The Academic Calendar reflects all of these changes.

The Provost and VP, Academic, and the VP, Students, visited with school superintendents through the fall and early winter of 2019/20 to discuss possibilities for collaboration and transition. Several districts are interested in working together on transition possibilities related to the graduation portfolio, particularly as a number of UFV programs now also require portfolios. The strains of responding to COVID-19 in the spring have delayed further conversation on this potential project.

Beyond curricular pieces, UFV is also developing closer relationships with local school districts so as to better support particular groups of students in their transition to UFV. Of note, work is beginning on a transition program for students who have Individualized Education Programs in the school system and who will need support and accommodation through UFV's Centre for Accessibility Services. Additionally, we have made progress in fostering closer connection with school districts regarding Indigenous student support and transition; this involves UFV's recruitment and admissions staff, along with staff in our Indigenous Student Centre, meeting with district staff and potential students to foster connection and ease transition to UFV.

Also, activities and initiatives included under the 2019/20 Mandate Letter Priority 4.

- ***Supporting lifelong learning pathways across the public postsecondary system; and***

As an access institution, UFV offers a number of programs for a diverse range of learners; examples include Upgrading and University Preparation programming, English Language Studies, and Continuing Education.

UFV's academic advisors are available to help students plan their educational careers.

The University of the Fraser Valley is a member of the BC Transfer System (BCCAT), an organization that facilitates admission, articulation, application, and transfer arrangements among B.C. post-secondary institutions for the benefit of students.

UFV has many programs that ladder across the public postsecondary system. For example, UFV offers the first year of the Bachelor of Applied Science (Engineering) degree program for students wishing to transfer to the University of British Columbia or the University of Victoria. Students that are wishing to prepare for professional studies in medicine may complete a Pre-Medicine/Pre-Veterinary concentration as part of their Biology major at UFV. The Accounting major provides the prerequisites necessary for the Chartered Professional Accountant (CPA) program.

- ***Advancing and supporting open learning resources.***

UFV's Teaching and Learning Centre encourages the use of Open Educational Resources. A more strategic plan is being developed to communicate and advance the use of open education resources at UFV.

Anna Kuczinska, Associate Professor in UFV's Mathematics and Statistics department, published Intermediate Algebra and Trigonometry, with the support of BCcampus's open textbook grant program. Other UFV faculty were involved in revising existing open textbooks, and in collaborative open textbook projects.

The UFV Library has been promoting the use of tools that connect users to collections of open access articles. These tools include Unpaywall and Open Access Button, as well as an Open Access App in the Library's Find It discovery service. The Library has also made thousands of open access journals and ebooks discoverable by activating this content in its journal holdings information.

An ongoing digitization project is making UFV's Newman Western Canadian Cookbook Collection freely available to students and researchers. This is a unique collection of community cookbooks published in B.C., Alberta, Saskatchewan, and Manitoba.

UFV supports the publication of reputable open access journals through financial support to publishers. One Canadian example is Coalition Publica: <https://www.coalition-publi.ca/>

Priority 4

Strengthen workforce connections for student and worker transitions by:

- ***Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);***

Health occupations are in demand, and especially so in light of current world events. At present, there is an unusually high demand in the labour market for registered nurses, practical nurses, and health care assistants. UFV Faculty of Health Science programs that are meeting this need

include the Bachelor of Science in Nursing; Practical Nursing Diploma; and Health Care Assistant certificate.

In 2020/21 UFV plans to produce an additional 20 FTEs through expansion funding related to the technology sector—for a total of 40 TECH Expansion FTEs delivered in 2020/21. UFV will be offering these 40 FTEs through new programming in high demand technology occupations with the introduction of the Applied Bioinformatics certificate, and additional FTE production in the Digital Fabrication diploma, Graphic and Digital Design Minor and Extended Minor, and Bachelor of Media Arts.

Also, activities and initiatives included under the 2019/20 Mandate Letter Priority 2b.

- ***Increasing co-op and work-integrated learning opportunities;***

The Co-operative Education program at UFV continues to grow. Over the last five years, the number of students in a co-op placement has increased by 50.8%; from 61 students in 2014/15 to 92 students in 2019/20. In the last year, the number of students in a co-op placement has increased from 82 to 92 students. The number of co-op placements has also increased over last year; from 118 work term placements in 2018/19 to 124 in this year.

One way UFV has increased the number of work-integrated learning opportunities on campus, is through increasing the Work-Study program. This program has been expanded to offer more students the opportunity to work part-time on campus. This year over 240 Work-Study positions were allocated (compared to some 200 positions in 2018/19); these professional employment opportunities help students gain experience and build employment skills related to their field of study.

The number of practicum course registrations at UFV has increased by 41.9% over the last five years. In 2014/15 there were 745 registrations in a practicum course (courses with a schedule type = practicum in the CDW); this number has increased to 1,057 in 2019/20.

The Career Services area organizes events and career fairs to provide venues and opportunities for students and employers to meet and interact. It also offers the Career Peer program where trained students teach other students how to prepare proper job applications. Over the past year, the Career Services area organized 31 career events with a total attendance of 1,222 students. Career Services also ran 176 individual career coaching appointments.

Over the past year, employers listed 1,561 jobs on CareerLink, CECE's online job database.

The university's College of Arts has an experiential learning webpage for students to explore, with information about the opportunities available and answers to common questions.

<https://www.ufv.ca/arts/experiential-learning/>

UFV's College of Arts experiential learning website also has an up to date Practicum and Internship Directory listing available for students.

<https://ufv.ca/arts/experiential-learning/work-opportunities/practicum-and-internship-directory/>

UFV's Centre for Experiential and Career Education (CECE) hosted two networking events for students this past winter:

- 1) CECE partnered with the Alumni Association and the new School of Land Use and Environmental Change to host a networking event for students. The event brought together successful UFV alumni and aspiring professionals pursuing careers in environmental studies, planning, sustainability, and energy management. Students from Environmental Studies, Physical Geography, Global Development Studies, Integrated Studies, and Physics attended the event.
- 2) CECE hosted the Hiring Fair on March 3, 2020 at the Abbotsford campus, to help students network with employers who were actively hiring in the Lower Mainland region. Employers representing 27 different industries took part in the fair, with 515 students in attendance.



RBC CECE Announcement, 2019

Other activities and initiatives are included under the 2019/20 Mandate Letter Priority 2c.

- ***Responding to the reskilling needs of British Columbians to support employment and career transitions; and***

The University of the Fraser Valley and McDonald's Canada have partnered to create new pathways for McDonald's restaurant managers to pursue university credentials. Prospective students who have completed management training courses at McDonald's and who meet UFV's admission requirements, can receive credit toward one of four options at UFV: a Bachelor of Integrated Studies degree, a Hospitality and Event Planning certificate, a Management Skills certificate, or a General Studies diploma. The partnership program will help these students integrate their work and academic pursuits seamlessly and reduce the time and resources required to attain their education. The advanced placement is available to any McDonald's restaurant manager across Canada, thanks to online and open learning capabilities.

This year, UFV signed a transfer and articulation agreement with Surrey Fire Services to recognize their training towards the Bachelor of Integrated Studies and the General Studies diploma. This is a first of its kind in Western Canada.

UFV's Continuing Education department offers flexible, affordable, skill-based, career-focused training to help people enter, re-enter, or remain competitive in the workforce. All programming responds to current employment demands in the Fraser Valley region and teaches students

skills to successfully obtain employment. It offers students the opportunity to advance their abilities in a number of work roles including: activity assistant, bookkeeping, dental office reception, floral design, human resources, legal administrative assistant, management, medical office assistant, nursing unit clerk, paralegal, public relations, records management, and veterinary administrative assistant. Most Continuing Education certificate programs include practicum work experience. This offers our students the opportunity to apply the knowledge and skills they have learned in a work setting to ensure they are work ready upon graduation.

- ***Supporting students' awareness of career planning resources (such as the Labour Market Outlook).***

To help students explore their future careers, UFV is developing a career mapping tool. This tool will help students explore careers that are related to their area of study or, explore a specific career and gain advice on what education and experience is needed. The design team, comprised of UFV students, faculty, advisors, and career educators, is currently working on the wire frame, expanding database queries and reports, and planning solutions for future tool use.

UFV's academic advisors stay current with the BC Labour Market Outlook to best advise students on new opportunities. They work closely with students to ensure that their educational plan is designed to develop their skills in a way that will allow them to successfully transition into the workforce; these students will help meet the growing demand for skilled workers across the province.

Results from the CUSC 2019 First-Year Student Survey identified that 45% of UFV respondents had a specific career in mind, while another 25% had several possible careers in mind. More than two-thirds (70%) of UFV first-year survey respondents said that they knew their career options at least fairly well.

The CECE website contains B.C. and Canadian labour market information and resources in one convenient location for students to access. Some of the resources include B.C. Wage and Salary information, Job Market Trends and News, Specialty Job Sites, WorkBC, and the BC Jobs for Today and Tomorrow Guide.



UFV Teacher Education Program in Action, 2020



Try-A-Trade Skills Canada, 2020

Box 8: Needed: Women in Trades

Starting a career in trades may be unconventional for a woman, but it has its benefits. Ask Red Seal carpenter Emilie Biela. After high school, she landed a summer job with VGS Contracting, a local construction, equipment supply, and installation company in the commercial greenhouse industry. One day, her boss asked her if she would like to be sponsored for an apprenticeship. “I said, ‘Okay. Sure. Cool!’” Emilie laughs.

Emilie loved the smell of wood. And she had spent many happy moments in childhood helping her dad with building and renovations on the family’s homestead. She signed up for her Level I Carpentry Apprenticeship with UFV Trades.



Loving the paycheque

Because Emilie had good grades in high school classes, some people expected her to pursue a traditional academic path and questioned her career choice.

“Just because I have the marks doesn’t mean I need to go to university,” Emilie says. “To earn a degree, you may have to spend five to seven years. And will there be jobs in your field when you graduate? The trades have high starting wages. And they increase faster than many other jobs.” In fact, the average wage of a woman in trades is double that of a retail job. “Most retail jobs are paid minimum wage,” Emilie points out. “You can’t live off that. With a career in trades, you do not have to live paycheque to paycheque.”

Emilie is one of thousands of British Columbians to find well-paying careers in the trades each year. With an aging population fuelling waves of retirement, more people are leaving the workforce than entering, which creates an acute shortage of skilled tradespeople.

Statistics Canada and the Canadian Apprenticeship Forum report that Canada needs to attract 167,739 new apprentices over the next five years just to keep pace with current demand. That opens up opportunities for women like never before.

Thriving as a woman in trades

Traditionally, the skilled trades have been male-dominated. A Statistics Canada study shows that fewer than 4% of people employed in the trades are women.

“Women who choose the trades work harder to prove themselves,” Emilie says. “You have to stand

out. You cannot just be as good as the guys. You have to be better.”

This can be intimidating, especially for women who have not had the chance to familiarize themselves with tools and machines in their past.

“Every fall, we run an **Explore Trades Sampler program** just for women to give them a safe space to learn,” says Anna Mayo, Coordinator for UFV’s Industry Services and Part-time Trades. “They can get hands-on experience in a supportive, less competitive environment. After three months, students have a much better idea if a career in trades is for them. They’ve also gained useful skills and earned industry certifications, which gives them a leg up in the workforce.”

Different people have different skills

According to Emilie, even smaller women can consider a job in the trades. “It’s about learning to work smarter, not harder,” she says. “Even if you don’t have great physical strength, you can find ways of doing things that work for you. There are guys who cannot do heavy work either. Different people have different skills. I’m

not the strongest on my team, but I pay attention to details and I see things that my coworkers may not notice.”

Valuing the skills of each team member on a job site is the hallmark of a good leader. “Your boss and your coworkers will stand up for you if people question your place as a woman on the job,” Emilie says. “Your team becomes your family. And you have each other’s back.”

That said, Emilie also adds: “Don’t be afraid to stand up for yourself. If you’re not respected, have a chat. If respect does not follow, look elsewhere. You deserve to find a supportive workplace.”

Taking pride in a job well done

Currently, Emilie works for On Side Restoration in Abbotsford. She loves the variety that her work affords. “I’ve built barns, custom homes, movie sets,” she says. “From one day to the

next, I may set trusses, or install baseboards. Or even cut fallen trees that have caved a structure. Every day is different and I enjoy the mix.”

Pride in a job well done is one of the major perks of a career in trades. “It’s awesome to see something you’ve built with your own hands,” Emilie says. “There’s great satisfaction in pushing yourself to do something you were not sure you could do.” Eventually, Emilie would like to become a shop instructor in the school system. “I’d like to tell my story, inspire the next generation, and share my knowledge,” she says.

Last October, Emilie taught carpentry skills for **UFV’s Women in Trades program**. “I’ve never had a woman mentor through my years as an apprentice,” she notes. “I’ve had male mentors and they were great. But I think it’s important for young girls and women to also have that mentorship from another woman.”

2.1.3.2 Alignment of UFV Goals with the Ministry’s Service Plan and System Objectives

Below we show how UFV’s goals are aligned with the Ministry’s Service Plan goals and specific system objectives. We also identify the relevant measures for each goal used by UFV as well as Institutional Measures set by the Ministry. For each UFV goal, we include a sampling of related activities or initiatives undertaken (in addition to items included under the Mandate Letter priorities). While there exists some overlap between the categories and performance measures, the mapping provides an overview of the alignment between the university’s goals and those of the government, and a summary of assessment measures.

UFV’s three major goals align with the Ministry’s Service Plan Goals.

Service Plan Goals:
Goal 1: Lasting Reconciliation with Indigenous Peoples in B.C. through post-secondary education and skills training
Goal 2: British Columbians have access to inclusive, responsive and relevant post-secondary education to reach their full potential
Goal 3: British Columbians have workforce information, connections and supports to prepare for opportunities in B.C.’s economy

UFV Goal 1 – The University of the Fraser Valley will provide the best undergraduate education in Canada

System Objectives:

Access, Quality, and Relevance

Performance Measures

UFV Measures

National Survey of Student Engagement
 Faculty Survey of Student Engagement
 Canadian University Survey Consortium
 Globe and Mail Canadian University Report
 Institutional Learning Outcomes
 Faculty Evaluation

Ministry Performance Measures

Institutional Measures:

Aboriginal Student Spaces
 Student Satisfaction with Education
 Student Assessment of the Quality of Instruction
 Student Assessment of Skill Development
 Student Assessment of the Usefulness of Knowledge and Skills in Performing Job
 Unemployment Rate

System Measures:

Transition Rate of High School Students to Public Post-Secondary Education
 Participation Rate
 Loan Repayment as a Percent of Income
 Undergraduate Tuition and Fees as a Percent of Median Household Income

2.1.3.3 Overview of the Activities and Initiatives Undertaken to Achieve Goal 1

UFV’s academic program mix reflects the diverse interests and needs of students and the community. The training and education students receive at UFV gives them a foundation from which to launch their careers. UFV offers trades, career, and professional programs, programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy

and essential skills), as well as traditional university programs in areas such as arts, sciences, and business.

UFV supports the transferability of both international and domestic education credentials. Transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad.

Results from the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) 2019 revealed that a high percentage of both UFV faculty and student respondents agree that UFV contributes to students' development of thinking critically and analytically; over 90% of faculty believe that they structure their course sections to develop these skills, while 77% of first-year and 87% of senior students believe that their experience at UFV has done the same.

Results from the CUSC 2019 First-Year Student Survey identified that:

- 90% of UFV respondents were satisfied with the quality of teaching at UFV.
- 96% of UFV respondents agreed that their professors seem knowledgeable in their fields.
- 87% of UFV respondents agreed that their professors encourage students to participate in class discussions.
- 94% of UFV respondents agreed that most university support staff are helpful.
- 85% of UFV respondents were satisfied with getting into all of the courses that they wanted.
- 82% of UFV respondents felt that they belonged at UFV.
- 86% of UFV respondents said their university experience met their expectations.
- 90% of UFV respondents were satisfied with their decision to attend UFV.

Results from the NSSE 2019 First-Year and Senior Student Survey identified that:

- 79% of first-year and 86% of senior UFV respondents rated their overall experience as "excellent" or "good."
- 82% of first-year and 84% of senior UFV respondents said that if they could start over again, they would "definitely" or "probably" go to UFV.
- 81% of first-year UFV respondents said they planned to return to UFV in 2020.

The Globe and Mail's Canadian University Report 2020 gave UFV an average rating for cost of tuition and fees, and an above average rating for student experience¹⁴.

UFV has a comprehensive plan for disseminating information to students and the community. Aspects of this plan include the UFV website, which provides detailed information on programs, registration and all aspects of the university, the UFV Today blog that highlights recent activities, the online calendar of events, and Skookum articles which reach more than 19,000 alumni.

A wide range of information about government policy and university activity is available through various documents on UFV's website including the Accountability Report and the Education Plan.

¹⁴ Source: <https://www.theglobeandmail.com/featured-reports/article-whats-the-right-university-for-you/>.

UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and the responsible stewardship of resources.

In the past year, UFV distributed \$411,010 in scholarships, \$616,943 in bursaries, \$20,018 from the B.C. Athletics Assistance Program, \$166,798 for athletic scholarships, \$55,373 in emergency grants, \$74,820 in student emergency assistance (one-time Provincial grant funding), \$64,667 for Youth Future Education Assistance Fund, and \$278,301 for entrance scholarships, for a total of \$1,687,930 in student awards. UFV also distributed private and external awards valued at \$182,452.

Educational Technology Services (ETS) offers a variety of easily accessible educational technologies and equipment for producing and enhancing classroom presentations and course assignments. ETS also supports UFV's television channel that is ready for UFV clubs, associations, and departmental announcements.

There were several outstanding staff, faculty and alumni honoured in 2019. Electronics professor Joel Feenstra was named the Teaching Excellence winner, Criminology and Criminal Justice professor Irwin Cohen received the Research Excellence award, professor Seonaigh MacPherson was the recipient of the Faculty Service Excellence award, professor Adrienne Chan won the Inspirational Leadership award, and Michelle Vandepol and Josephine Charlie were named the winners of the Staff Excellence award. The Long Night Against Procrastination crew won the UFV Teamwork award, and Sonya Sangster and Jesse Wegenast were named Distinguished Alumni and Distinguished Young Alumni respectively.

Top students honored at Convocation 2019 include:

- Matthew Harty (Master of Criminology and Criminal Justice) received the Governor General's gold medal for excellence at the master's level.
- Perrin Waldock (Bachelor of Science, Physics) won the Governor General's silver medal, recognizing excellence at the bachelor's degree level.
- Maria-Tatiana Păuna (Graphic and Digital Design diploma) was the Governor General's bronze medalist for achievement at the diploma level.
- Leanne Julian (Bachelor of General Studies, with a thematic option in global Indigenous geography) was the recipient of the Lieutenant Governor's medal.

The UFV Upgrading and University Preparation program provides adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced and Provincial. It also offers a B.C. Adult Graduation diploma.

Courses within the ABE program are offered during all three semesters across campuses in Abbotsford, Chilliwack, and Hope. To ensure access, courses are scheduled at various times; in face-to-face, hybrid, and fully-online formats; and at both on and off campus locations.

Students with disabilities are offered an 8-month Workplace Training in the Attitudes, Skills and Knowledge certificate program.

Supportive Learning Groups, offering supplemental peer instruction, are available in courses in which students have historically experienced difficulty.

Students can find academic support at UFV Mathematics and Statistics Centres, found on both the Abbotsford and Chilliwack campuses. Math centre assistants, Mathematics and Statistics faculty, and student monitors are available to help students with problems; offering individualized attention to provide students that extra insight they might need to improve and solidify their skills and understanding.

The UFV Library is committed to providing library services for patrons with disabilities. The Abbotsford campus library is wheelchair accessible, with ramped entrances, automatic doors, a gateless entryway, and elevator access to the second floor. Arrangements can be made for textbooks and other resources to be provided in alternative format, such as audio-taped books, digital audio, braille, or large print.

Career and Life Planning workshops are offered by UFV counsellors to students and members of the community at both the Abbotsford and Chilliwack campus.

UFV counsellors utilize a variety of standardized assessment tools including interest and personality inventories, and aptitude testing. Social and emotional factors may be assessed informally during the career counselling process.

As in previous years, hiring rates for Bachelor of Education alumni remain at 100% within the first year of graduating. Faculty continue to meet with local school districts (Abbotsford, Langley, Fraser-Cascade, Chilliwack, Maple Ridge and Mission) as part of their external Teacher Education Advisory Group to maintain strong connections with local schools.

UFV students can track their academic progress online. MyGRADplan provides students and their advisors with tools to plan and track their progress towards graduation. The software integrates the course and program information in the Academic Calendar with the students' academic history, and displays completed and still needed requirements including student and program information, courses and requirements completed and fulfilled, credits earned and still required, student grades, course exceptions, course equivalents, insufficient and repeated courses, and courses taken but not needed to graduate.

UFV's Long Night Against Procrastination (LNAP) aims to help assist those in need over the academic finish line. The twice annual event takes place one month before final exams, a critical point in the semester. Examples of some of the services and activities offered include midnight pizza, a de-stress room, therapy dogs, free printing throughout the night, extended Campus Shuttle hours, workshops, tutoring, food and drink throughout the night and prizes. The evening also brings many support resources together—resources students might not know about—providing an opportunity for groups at UFV to showcase their services and to connect with students. The LNAP crew was the winner of 2019's UFV Teamwork Award.



UFV's LNAP crew earns UFV's 2019 Teamwork Award

UFV held its annual Town and Gown fundraiser in November, raising a grand total of \$245,462. Proceeds from Town and Gown go to UFV’s Changing Lives, Building Community Endowment Fund. Of the total raised, \$100,000 will go toward a new Peace and Reconciliation Centre, and the remaining will fund new scholarships.

The College of Arts held its second annual Student Leadership Symposium: Empathy in Action in January. The event had 55 attendees, with 40 student attendees and 5 student panelists.

Joyful memories were made at the 2019 UFV Alumni Open fundraiser golf tournament held at the Chilliwack Golf Club in September. Proceeds of over \$60,000 from this year’s tournament, a record amount, will fund additional bursary awards for students, each year in perpetuity.

Priority Access to Student Supports is an online service that enables faculty to identify and assist those students who are at risk of falling behind. Rather than simply hoping that students in difficulty seek help, instructors are able to refer students for timely and targeted support from Student Services or others within the institution. The system provides early intervention so small problems do not turn into large ones.

UFV Goal 2 – To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley
System Objectives: Capacity and Relevance
Performance Measures
UFV Measures
Student Outcomes Ipsos Reid
Ministry Performance Measures
<u>Institutional Measures:</u> Student Spaces Credentials Awarded Student Assessment of the Usefulness of Knowledge and Skills in Performing Job Unemployment Rate <u>System Measures:</u> Credentials Awarded to Aboriginal Students

2.1.3.4 Overview of the Activities and Initiatives Undertaken to Achieve Goal 2

The City of Chilliwack partnered with UFV in launching a collaborative pilot project in challenge-based Experiential Education. The project focused on environmental issues such as the use of single-use items and the reduction and prevention of illegal dumping. Students from Graphic and Digital Design worked closely with staff from the City's Environmental Services department to develop solutions.

UFV hosted the Fraser Valley Literary Festival in September, which was organized by Creative Writing professor Andrea MacPherson, with community partner Savittar Productions. They were awarded \$2,000 in grant money from the BC Arts Council. Presenters and audience members came from the Okanagan, Vancouver, Victoria and locally, with students and community members filling the audience on both days.

Arts Internship and Practicum Coordinator, Elise Goertz, held two Swahili workshops on the Abbotsford campus in October. Students learned Swahili and were able to ask questions about international internship opportunities.

Faculty members in the Mathematics and Statistics department share their mad love for math with the community through their regular Math Mania events. Held in local school gymnasiums, Math Mania is an evening of mathematical demonstrations, puzzles and hands-on activities for elementary or middle school children. The events are designed by members of the Mathematics and Statistics department to show kids, and their parents, the fun of playing with mathematical concepts.

UFV International supports international students coming to Canada through Student Exchange programs, and offers study-abroad programs to Canadian students. Opportunities for students to work abroad are provided by UFV internship programs.

UFV honoured four of B.C.'s residents making outstanding contributions to life in the province, and the Fraser Valley with honorary degrees at Convocation in June 2019:

- Francis Horne Sr. is a world-renowned Coast Salish master carver whose stirring work has been represented in a range of top Vancouver galleries since his professional career started almost 50 years ago. For his sculpting legacy and his lifelong commitment to helping and healing others, Horne was recognized with an honorary Doctor of Letters degree.
- Anthony von Mandl is an entrepreneur whose visionary efforts to transform British Columbia's Okanagan Valley into a world-class wine-producing region have enhanced the reputation of Canadian wines and made the Okanagan a premiere tourism destination. In recognition of his extraordinary accomplishments in winemaking, agriculture, tourism, and economic development, von Mandl received an honorary Doctor of Technology degree.
- Esi Edugyan is a Canadian writer with a global reputation that has won the prestigious Giller Prize for Canadian literature twice. Her novels not only result from and display great learning, they are inspirational celebrations of the human spirit which invite our imagination to recreate lost worlds. For this, she has received an honorary doctorate degree.
- John Jansen is a dynamic, tenacious, and creative community advocate with decades of public service. He has helped pave the way for countless upgrades to education, health care, transit, and other services. For this and much more, he was recognized for his outstanding achievements with an honorary Doctor of Laws degree.

This year a wide range of speakers spoke to UFV and the Fraser Valley community in a variety of panel discussions, forums and public lectures:

- Historian Jean Barman spoke about Abbotsford legend Irene Kelleher.
- Tamara Taggart led a panel in honor of International Women’s Day as part of the President’s Leadership Lecture Series (PLLS), with the theme *Finding our Voice: The Conversations We Don’t Have*.



PLLS International Women’s Day, March 2020

- John Jansen spoke about business, politics, poultry and more as part of the President’s Leadership Lecture Series.
- Dr. Cindy Jardine, who holds the Canada Research Chair in Health and Community in the Faculty of Health Sciences at UFV, discussed her collaborative research on the use of forum theatre activities to promote mental wellness with Indigenous youth at a presentation on the UFV Abbotsford campus.
- Guest lecturer Scott Matthews presented a lecture on *Getting Beyond Polarized Politics*.

UFV hosted the Fraser Valley Literary Festival in September 2019. UFV presents this key regional event for not only writers, but for anyone interested in discovering Canadian literature close to home. By inviting professional authors and their readership to the Fraser Valley, the festival creates an engaging and productive atmosphere for writers and readers alike.

UFV’s participation in the Queen Elizabeth Scholars Program offers global opportunities for Canadian and African students.

In October, UFV teamed up with the Chilliwack Youth Health Centre (CYHC) for a pilot project to offer free counselling to youth aged 12 to 26. UFV provided space on the Chilliwack campus at Canada Education Park for counselling sessions. Sessions were offered on a walk-in, first-come first-served basis.

Dr. Lenore Newman, Canada Research Chair in Food Security and the Environment and Director of the Food and Agriculture Institute at UFV, was appointed by the government of British Columbia to a newly created Food Security Task Force.

The Theatre Department’s 2019/20 season included *Richard III* by William Shakespeare and *ART* by Yazmina Reza, translated by Christopher Hampton.



KIN Experiential Learning with Elder College, Fall 2019

This fall, 35 of UFV’s Kinesiology students enrolled in Advanced Exercise Testing and Prescription (KIN 462) took part in a collaboration with nine ElderCollege seniors. The partnership aimed at strengthening the ElderCollege participants’ bodies, and provided interpersonal experiential learning for the students. Each ElderCollege participant received personalized recommendations for physical activity based on flexibility, strength, balance, and endurance testing.

John Redekop of Abbotsford received the Betty Urquhart Community Service Award for his volunteer fundraising work for a variety of local causes.

UFV Goal 3 – To be innovative, entrepreneurial, and accountable in achieving our goals
<p>System Objectives:</p> <p>Access and Efficiency</p>
Performance Measures
UFV Measures
<p>Accountability Report</p> <p>Program Review</p>
Ministry Performance Measures
<p><u>Institutional Measures:</u></p> <p>Aboriginal Student Spaces</p> <p><u>System Measures:</u></p> <p>Transition Rate of High School Students to Public Post-Secondary Education</p> <p>Participation Rate</p> <p>Loan Repayment as a Percent of Income</p> <p>Undergraduate Tuition and Fees as a Percent of Median Household Income</p> <p>First Year Retention Rate</p> <p>Time to Completion</p>

2.1.3.5 Overview of the Activities and Initiatives Undertaken to Achieve Goal 3

In September, the College of Arts' new School of Creative Arts (SoCA) held a successful launch party for local arts community members, UFV students, staff and faculty. SoCA will house the Theatre, Visual Arts, Art History, and Media Arts departments, under the direction of Heather Davis-Fisch, the school's new director. The new school was featured in *Academica Top Ten*.

UFV International carries out recruiting, assists with admission, and provides services for the international student community. It is a full-service operation that strives to enhance the international profile of the university.

2020 marks the 36th consecutive year of staff and faculty support for the United Way. The United Way invests in the communities where we live, work, play, and learn.

UFV's co-curricular record recognizes and validates student learning that occurs outside of the classroom. This allows students to graduate with two official records—their academic transcript and their co-curricular record.

UFV Campus Recreation offers a variety of options to get fit on campus. Students, faculty, and staff can choose from a variety of fitness classes including yoga, spin and strength, Zumba, belly dance and more. UFV Campus Recreation also offers drop-in sessions, including pickleball, basketball, soccer, badminton, volleyball, and dodgeball, as well as workout rooms with weights and exercise machines.

For decision-making and planning, in addition to internal data, UFV uses governmental and private sector data from various sources on items such as the current state and trends of the labour market, and student transitions to post-secondary institutions.

To aid evidence-based decision making, UFV collects and disseminates data in a variety of forms including the annual UFV Factbook, departmental data books, and the Business Intelligence dashboard. These reports provide data, analysis, and forecasts to the university community and other stakeholders.

As part of a larger campaign to increase local and national awareness of UFV as an employer, Human Resources turned to its own employees to tell the UFV story. Working with the Marketing team, HR has launched a new web presence and marketing campaign that asks the question, "career or lifestyle—why not both?"

The UFV Bag-be-Gone initiative, led by SustainableUFV and in partnership with the UFV Bookstore and other affected departments, began in August and will reduce the amount of plastic entering the waste stream by eliminating the purchase and distribution of single-use plastic bags. This means that the UFV Bookstore and other departments will no longer offer single-use plastic bags to customers.



UFV CIS alumnus and recent hire, Arun Varghese featured in the new UFV HR campaign

In September, the university began to phase out acceptance of cash payments for student tuition, student fees, and housing rental fees. Eliminating cash helps preserve the integrity of the post-secondary financial process, supports the safety and security of students' payments, and follows best practices already adopted by many post-secondary institutes in B.C. and across Canada.

UFV held its fourth annual Sweater Week in 2020 to help raise awareness about climate change. In most spaces throughout the Abbotsford and Chilliwack campuses thermostats were lowered to reduce carbon emissions.

Box 9: Fishy Business: Dr. Lucy Lee Raising Fish Cell Lines and Next-Gen Researchers

Dr. Lucy Lee is in demand. She's on the phone, walking down the hall near her UFV office arranging a trip to New Zealand, having just returned from San Francisco. There's an email from Chile in her inbox. Is she going to Japan in a few weeks? There's also that shipment that needs to get on its way to Austria.

This is normal for Lee, as is apparent by her calm demeanor while she juggles all of these possibilities with a smile. What is less ordinary is the reason she's shuffling these various international to-dos.

In addition to her regular duties as the Dean of the Faculty of Science at UFV, Lee offers a growing global clientele something that is itself literally multiplying.

She shares access to her fish cell lines that—given the right conditions—are essentially immortal, continuously dividing, again and again, relatively quickly.

Having grown alongside Lee's career, these proliferating cellular samples are sought after because of their increasing value in solving today's urgent problems in industry and society.

"Viruses can't grow on their own, they need a live host," she says. "But you don't want to be

injecting a virus in animals just to be a factory for viruses."

It was the desire to grow fish viruses in fish cells for research that was the impetus for the first fish cell line RTG-2 in 1962—a less-defined line that would later provide some of the impetus

for Lee's own foundational work. Individual cells are not complete organisms, so using cell lines in experiments provides many benefits, including sidestepping the ethical and economic dilemmas of animal testing.

A huge benefit is how they shrink timelines. Full experiments can be conducted over weeks in a small lab, drastically cutting costs of a project.

Take Lee's previous work for the petroleum industry, for example. With grant money support and industry cooperation, she tested samples of oil sands process-affected waters (OSPW) from the Athabasca Oil Sands deposit settling ponds, north of Fort McMurray, Alberta.

Using animals over the years on a continuous basis for such a project would cost millions of dollars. Using fish cells is not only more cost-efficient, but also more humane. "So I wrote a grant to them saying, 'Look, I can do this with only a few thousand dollars because I can do it in the lab,'" recalls Lee.



She had a student test the effects of the OSPW samples on different cell lines of different species and the results were fast and impressively consistent. Animal testing without the use of animals. “It was so quick,” she says. “Quick and cheap.”

Fleshing out the research

Born and raised in post-war South Korea where other food sources were diminished, Lee ate what was most plentiful in the peninsula at the time: fish. When she was still a young child, her family moved to Peru, where the booming fishing industry also provided cheap and abundant seafood. And now, living inland from the British Columbia coast, Lee is turning her attention to seafood that doesn't necessarily come from nearby waters.

It's this application of her expertise in fish cell lines that has headline-grabbing potential. Lee is involved in the rapidly developing start-up industry of lab-grown meat, or “clean meat” as it's also known. “It's become the ‘in’ thing,” says Lee. “Lab-grown fish meat is not as well known, but it is an area where we need the most research because currently it is the most expensive to grow.”

Fish species populations have long been declining and fish farming comes with its own controversial baggage. Meanwhile, the world's hunger for meat is only increasing.

Engaging in the conversation about manufactured meat was a natural culmination of Lee's work, given that we are entering the era of declining fish stocks and environmental concerns, and increased demand for lab-grown options.

Over the years she has published about 20 fish cell lines from different species and cell types: rainbow trout liver, goldfish skin, haddock embryos, eel brain, and cod larvae to name a



few. “The goldfish skin cell line produces collagen, which can be used as a scaffold for other cells, especially if you're going to make muscle,” says Lee.

That scaffolding takes what would otherwise be pâté and forms the structure needed to create a firm meat. A slide from one of Lee's recent presentations shows a 3D printer that uses cells as its “ink.” One can imagine creating a filet layer-by-layer, using only naturally reproducing cells from cell lines.

Clean meat keeps Lee busy: she is a founding scientific advisor to the California-based start-up Finless Foods, advises at the Plant and Food Seafood Research Centre in New Zealand, and collaborates with both the Norwegian Veterinary Institute, and the Faculty of Veterinary and Animal Sciences at the Austral University of Chile.

Growing cells, nurturing minds

The more cell lines she creates, it seems, the more possibilities there are for Lee's work to be used. She calls them her “babies,” and in a way they are. Spanning a generation, her oldest cell line creations are over three decades old. That means several of her original cell lines are older than all three of her children.

In her position as Dean of Science, Lee is also creating academic descendants—with current students and alumni splitting off to follow their own paths of related research. Recent UFV Young Distinguished Alumni winner Andrew

Alexander performed quality control experiments on Dr. Lee's cells, and spent two summers working in her lab, studying how bacterial contaminants and toxicants affect fish cell

lines. Just as she provides nutrient-rich media for her cell line babies, Lee creates an optimal environment for her students to grow.

“Definitely the research opportunity for students is crucial because you don’t get the same experience when you’re just doing your class labs,” says Brenna Hay, a fourth-year biology student with a pre-med concentration.

“That’s important if you’re wanting to go into further graduate studies.”



Her work with Dr. Lee has been the most realistic lab stint Hay has experienced. She has been given the time, resources, and guidance to delve into her own experiments. That’s something most students don’t get in an undergraduate practice. The result of Lee’s experience and research feeding into her student incubation.

“Our university has this up-and-coming research and big things are happening here,” Hay says. “We’re maybe a smaller university but there’s still high-quality research.”

Under Lee’s urging, Hay presented her research project about pesticide effects on fish cell genomes at a national workshop in Vancouver, where she took second place in the student posters category, competing along with master’s degree and PhD students.

“There are a lot of students who ask to be in my lab,” says Lee. “I came to UFV because I wanted to see what impact I could have on a new university, to give them that research opportunity.” Students have to be highly independent, highly motivated, curious, and willing to do the work to vie for the busy dean’s supervision.

With all of her projects and duties it’s difficult for her to find time for all of her finless babies. But Lee manages to balance her career, mentorships, and life—all while maintaining her

status as one of the top fish cell culturists in the world.

In the media

In addition to isolating cells that are highly proliferative (stem cells, cancerous cells, etc.), another key factor in the success of creating a continuous cell line is the environment where the cells are placed. Lee’s latest challenge is finding the right growth conditions for marine invertebrate cells. No one else in the world can grow them for more than six months. Lee has been successful up to nine months of proliferation, but at that point, “Kaput.” Unlike vertebrates, shrimp and lobster cells do not respond to traditional media used for cell growth—which often contains fetal bovine serum along with salts, sugars, amino acids and other supplements. What’s in Lee’s development stage crustacean-encouraging medium? She can’t tell. It’s a trade secret.

Creating niche on a cellular level

Cellosaurus is a database that tracks cell lines around the world. As of February 2019, 110,948 cell lines have been recorded. Of these, 83,151 are from humans, 19,550 are from mice, and there is a steep drop-off per species from there: the next highest contributor is the rat at 1,985. There are around 586 fish cell lines in the database, with Lee’s 25+ contributions representing a good slice of the total.

Uses for fish cell lines:

- Virology (the diagnosis and study of viral diseases)
- Biotechnology (vaccines)
- Medical microbiology/pathology (the study of microbial diseases)
- Toxicology
- Nutrition
- Immunology
- Comparative physiology
- Conservation (biobanking)
- Education

2.2 Performance Measures, Targets, and Results

2.2.1 System Measures

This section includes results and commentary on the 2019/20 Accountability Framework performance measures and results provided by the Ministry of Advanced Education, Skills and Training (AEST), included in Appendix A. New for the 2019/20 reporting year, the “exceeded” target assessment scale category has been removed. Performance measure¹ results will now be assessed on a three category scale: Achieved, Substantially achieved, or Not achieved.

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

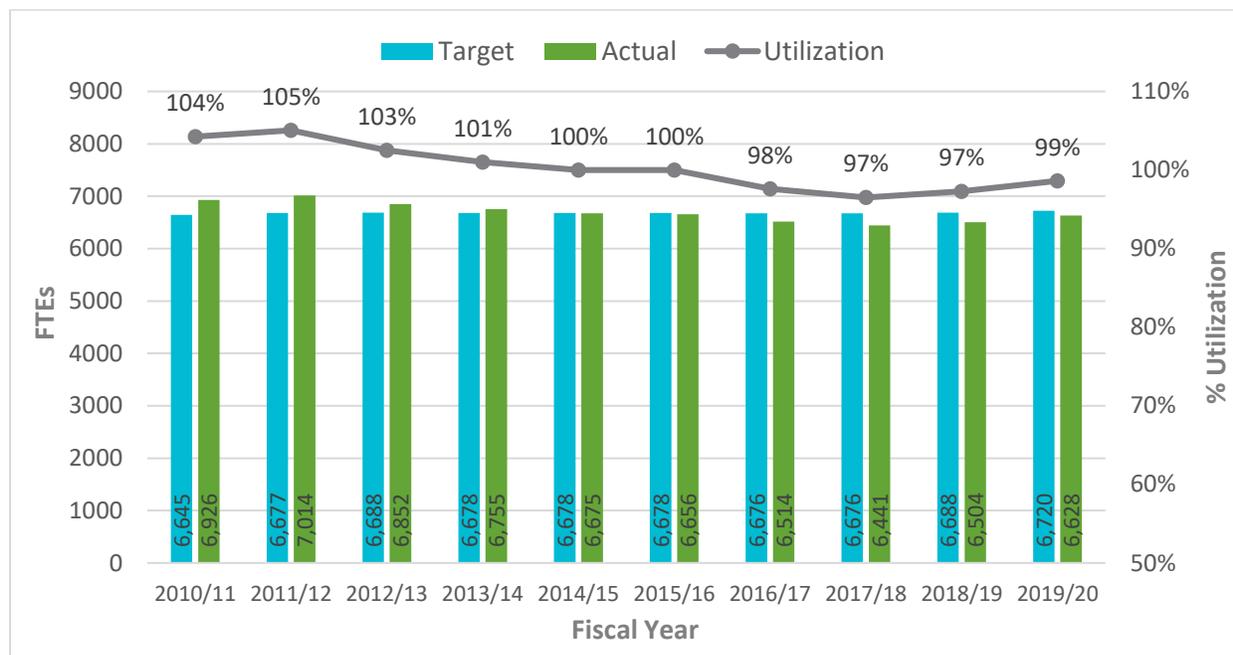
Measure 1: Student Spaces² (total, health, and developmental): System Objective: Capacity

Measure	Performance			Performance Assessment	Targets		
	2018/19 Actual	2019/20 Target	2019/20 Actual		2020/21	2021/22	2022/23
Total student spaces	6,504	6,720	6,628	Substantially achieved	TBD	TBD	TBD
Nursing and other allied health programs	494	475	437	Substantially achieved	475	TBD	TBD
Developmental programs	315	325	297	Substantially achieved	325	TBD	TBD

UFV produced 6,628 domestic FTEs in AEST funded programs, relative to a target of 6,720. UFV’s total target increased by 32 FTE for 2019/20 as a result of 12 additional one-time Ministry funded FTEs to support the delivery of our Early Childhood Education (ECE) program (adding 12 to the existing 12 from 2018/19, totalling 24 FTEs) and 20 FTEs for Technology Expansion programs. An adjustment to the Developmental program grouping target was also made (from 519 FTEs to 325) that resulted in 194 FTEs shifting into the AEST funded balance. We have seen an increase of 124 AEST FTEs over last year, bringing us back up close to 2015/16 levels, but are still 386 FTEs below the peak of 2011/12.

Figure 26 illustrates the last ten years of targets, actuals, and associated utilization rates. Following six straight years of decline, the last two years UFV has seen increased domestic FTEs. This is consistent with demographic trends where the number of 15-19 year olds in the Fraser Valley College Region has been declining since 2010; the number reaches a trough in 2020 that is 6.2% below the 2010 peak, before beginning to increase in 2021 (see Figure 14 in Section 1.2.3).

Figure 26: Actual vs Target FTEs and Total Utilization Rates, 2010/11 to 2019/20 (CDW)



UFV has placed special emphasis on its nursing and Allied Health Programs, in keeping with government priorities in the health sector. For example, this year UFV added the Activity Assistant certificate program.

This is the first of the last ten years that UFV has not met the All Health FTE target; there are a couple of occurrences that contributed to this shortfall. First, the Nursing Unit Clerk certificate undertook a program review process that resulted in the delay of their intake and a reduction in their overall FTEs for this year—this is a one-time occurrence. Second, two health practicum sections that were set to start late in March were paused due to COVID-19; thus, the FTEs for these sections will be generated in 2020/21 instead of 2019/20.

This year there were changes to UFV’s Developmental target. The Developmental target was reduced from 519 FTEs to 325 with an offsetting increase of 194 FTEs to the AEST funded balance. As well, Adult Special Education (ASE) enrolments are no longer counted towards this target. UFV has substantially achieved its 2019/20 target for Developmental FTEs, by producing 297 FTEs in this category.

UFV is committed to offering developmental-level programming that provides access to post-secondary programs for adult learners of diverse educational and cultural backgrounds. To meet this commitment, it offers ABE, ELS, and Adult Special Education (ASE) program options. Over the years, the university has continued to revise and modify access to developmental-level courses and programs to ensure that they

are aligned with other programs at UFV. This alignment helps students who successfully complete their upgrading meet post-secondary admission requirements and continue their education.

Measure 2: Domestic Credentials Awarded³:

System Objective: Capacity

Measure	Performance			Performance Assessment	Targets		
	2018/19 Actual	2019/20 Target	2019/20 Actual		2020/21	2021/22	2022/23
Number	1,987	1,972	1,970	Substantially achieved	TBD	TBD	TBD

UFV has substantially achieved its target for credentials awarded for 2019/20.

Measure 3: Aboriginal Student Spaces⁴:

System Objective: Access

Measure	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment
Total Aboriginal student spaces	521	568	592	Achieved
Ministry (AEST)	474		537	
Industry Training Authority (ITA)	48		55	

The Aboriginal¹⁵ student space target is set with the goal of having the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley.

Using data from the *2016 Canadian Census*, we obtain the proportion of Aboriginal people in the Fraser Valley Regional District. The 2016 population total in the Fraser Valley was 288,765, while the Aboriginal population was 22,205, making the Aboriginal proportion 7.7%. In 2019/20, UFV produced a total of 7,377 domestic FTEs comprised of 6,628 in AEST funded programs and 749 in ITA funded programs; the product of the proportion and the FTEs yields the Aboriginal FTE target of 568 for 2019/20. In 2019/20 UFV achieved this target by producing 592 Aboriginal student FTEs.

UFV closely monitors the province-wide student outcomes surveys: the Diploma, Associate Degree, and Certificate Student Outcomes Survey that includes Trades Foundation and Trades-Related Vocational Programs (DACTRDSO); the Apprenticeship Graduate Survey (APPSO); and the Baccalaureate Graduates Survey (BGS). These survey results are widely disseminated to academic departments and faculties, and to senior managers. These efforts help provide staff, faculty, and senior administration with the necessary information and insight to make better informed decisions that lead to improved performance. All university-wide projects, such as the new Integrated Strategic Plan, as well as smaller

¹⁵The term Aboriginal is used as an inclusive reference to First Nations, Inuit, and Metis people; in reference to data collected based on the [Aboriginal Administrative Data Standard](#).

projects such as new programs under development, make use of student outcomes data. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs. As of the 2019/20 reporting year, institutions with Trades Foundation or Trades Vocational programs, like UFV, will be reporting survey-based performance measures results under a separate category: “Trades foundation and trades-related vocational graduates.”

Measure 4: Student Satisfaction with Education^{5, 6}:

System Objective: Quality

Measure	Performance				Performance Assessment	Targets	
	2018/19		2019/20	2019/20		2020/21:2022/23	
	Actual		Target	Actual			
%	+/-		%	+/-			
Former diploma, associate degree and certificate students	90.8%	1.6%		89.9%	1.8%	Achieved	TBD
Trades foundation and trades-related vocational graduates	90.3%	6.0%	≥ 90%	95.7%	4.8%	Achieved	
Former apprenticeship students	96.1%	3.9%		97.8%	3.2%	Achieved	
Bachelor degree graduates	93.3%	1.7%		96.9%	1.2%	Achieved	

Measure 5: Student Assessment with the Quality of Instruction^{5, 6}:

System Objective: Quality

Measure	Performance				Performance Assessment	Targets	
	2018/19		2019/20	2019/20		2020/21:2022/23	
	Actual		Target	Actual			
%	+/-		%	+/-			
Former diploma, associate degree and certificate students	94.5%	1.2%		95.5%	1.2%	Achieved	TBD
Trades foundation and trades-related vocational graduates	95.2%	4.4%	≥ 90%	100.0%	0.0%	Achieved	
Former apprenticeship students	100.0%	0.0%		97.8%	3.2%	Achieved	
Bachelor degree graduates	96.4%	1.3%		97.3%	1.1%	Achieved	

Measures 6: Student Assessment of Skill Development^{5, 6}:

System Objective: Quality

Measure	Performance					Performance Assessment	Targets
	2018/19 Actual		2019/20 Target	2019/20 Actual			2020/21:2022/23
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	85.2%	1.7%		84.1%	1.8%	Achieved	TBD
Trades foundation and trades-related vocational graduates	88.0%	5.4%	≥ 85%	90.4%	5.3%	Achieved	
Former apprenticeship students	86.6%	5.6%		94.0%	4.5%	Achieved	
Bachelor degree graduates	87.0%	2.0%		91.2%	1.6%	Achieved	

UFV has achieved the 2019/20 targets on Measure 4 (student satisfaction with education), Measure 5 (student assessment of the quality of instruction) and Measure 6 (student assessment of skill development). The survey results show that a higher proportion of trades foundation and trades-related vocational graduates, as well as Bachelor degree graduates, have given positive assessments in all three of these measures (4, 5, and 6) in 2019/20 compared to 2018/19. Similarly, a higher proportion of former apprenticeship students have assessed skill development as helpful or very helpful this year compared to last (94.0% vs 86.6%).

Historically, as well as this year, DACTRDSO respondents have tended to assess their education, instruction and skills lower than the respondents of APPSO and BGS. The exception for 2019/20 being trades foundation and trades-related vocational graduates; 100% of respondents have assessed the quality of instruction as good or very good. The lower rating for DACTRDSO respondents' education satisfaction and skills assessment is likely associated with the differing criterion for choosing the student sample in DACTRDSO: the survey includes early leavers as well as graduates of certificate and diploma programs.

Measure 7: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job^{5,6}:

System Objective: Relevance

Measure	Performance					Targets		
	2018/19		2019/20	2019/20		Performance Assessment	2020/21:2022/23	
	Actual		Target	Actual				
%	+/-		%	+/-				
Former diploma, associate degree and certificate students	86.9%	4.3%		87.2%	4.0%	Achieved	TBD	
Trades foundation and trades-related vocational graduates	85.2%	8.0%	≥ 90%	87.8%	8.6%	Achieved		
Former apprenticeship students	97.9%	3.1%		97.7%	3.4%	Achieved		
Bachelor degree graduates	87.9%	2.6%		89.6%	2.4%	Achieved		

The 2019/20 targets for Measure 7 (Student assessment of usefulness of knowledge and skills in performing job) have been achieved for all survey groups.

Measure 8 Unemployment Rate^{5,6}:

System Objective: Relevance

Measure	Performance					Targets		
	2018/19		2019/20	2019/20		Performance Assessment	2021/22: 2020/21 2022/23	
	Actual		Target	Actual				
%	+/-		%	+/-				
Former diploma, associate degree and certificate students	5.0%	2.7%		5.0%	2.5%	Achieved	TBD	
Trades foundation and trades-related vocational graduates	5.3%	4.8%	≤ 7.3%	4.5%	5.2%	Achieved		
Former apprenticeship students	0.0%	0.0%		0.0%	0.0%	Achieved		
Bachelor degree graduates	6.1%	1.8%		5.2%	1.7%	Achieved		

UFV graduates have achieved Ministry unemployment rate targets for 2019/20 in all categories. For the last ten years, UFV performance as assessed through APPSO, DACTRSO, and BGS surveys has achieved the target: the actual unemployment rate has been lower than the target for each year. These results

indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills.

Notes

TBD = to be determined

- 1 Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
- 2 Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.
- 3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.
- 4 Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- 5 Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- 6 As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

2.2.2 External Surveys

UFV participates in a number of external surveys which include the B.C. Student Outcomes Surveys, the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE), and the Globe and Mail University Report. We have included selected results from these surveys throughout this report. In what follows, we provide some additional results from the CUSC 2019, the NSSE and FSSE 2019 surveys, along with findings from the Ipsos Reid study.

2.2.2.1 Canadian University Survey Consortium

The Canadian University Survey Consortium (CUSC) survey measures student demographics—such as employment, marital status, debt, parental level of education—as well as students' academic goals and student life. The survey provides a measure of student involvement with university activities and their level of satisfaction with various aspects of their university experience. The survey rotates each year through one of three cohorts; the 2019 survey discussed here is based on first-year students.

Participating universities are organized by CUSC into three groups based on size of student population and academic activity. Group 1, which includes UFV, consists of universities that offer primarily undergraduate studies and that have smaller student populations; Group 2 are medium sized universities offering both undergraduate and graduate programming; while Group 3 consists of larger, research-based universities, with most having professional schools as well. This allows comparison of UFV's results both nationally, and also to similar-sized universities. In 2019, CUSC surveyed over 18,000 first-year students at 46 universities across Canada.

UFV respondents are slightly younger on average (17.8) than first-year students in Group 1 or nationally (18.2 for both), and somewhere in between other first-year students when it comes to the split in gender; 68% of UFV first-year respondents were female compared to Group 1 (72%) or nationally (65%). UFV first-year respondents are slightly more likely to be in a relationship than their peers (26%) compared to Group 1 (24%) or nationally (21%).

A larger proportion of UFV first-year respondents are first generation university students (14%) compared with Group 1 and nationally (11%); if we consider UFV first-year students whose parents' highest level of education is some college or university and below, the share is considerably larger (32%) compared to Group 1 (21%) or nationally (20%).

A higher share of UFV first-year respondents (95%) felt that an important motivation for attending university was that they were more likely to get a job with a degree, compared to Group 1 and overall (90%); a much smaller proportion of UFV first-year students felt that an important motivation for attending university was to meet new people (40%) compared to Group 1 (56%) and nationally (60%).

Almost three quarters (73%) of UFV first-year respondents agreed that they had the financial resources to complete their degrees, compared to Group 1 (70%) and nationally (71%). Only 52% of UFV respondents said they had selected their major or discipline compared to 71% for Group 1 and 74% for all first-year student respondents.

Students indicated their use and satisfaction with several different facilities and services, with food and parking typically being areas of least satisfaction. There is always room for improvement and there were some areas where UFV received a low rating, or was low compared to other universities. Areas where UFV scored low include parking (54% compared to 53% nationally), food services at 76% relative to 74% nationally, other recreational facilities, 86% vs. 95%, and on-campus library, 87% against 96%.

Overall, the results for UFV were largely positive: A total of 90% of UFV respondents agreed that they were generally satisfied with the quality of teaching they received, similarly for Group 1 (91%) and nationally (88%). When asked about their satisfaction with their decision to attend UFV, 90% of respondents were at least satisfied with their decision, (compared to 93% for Group 1 and 92% overall). A similar number of UFV students (75%) were at least satisfied with the concern shown by the university for them as an individual, compared to Group 1 (79%) or nationally (73%), and 86% of UFV respondents felt that UFV had at least met their overall expectations (compared to 89% for Group 1, and 87% nationally).

2.2.2.2 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in

programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. The NSSE survey groups include first-year and senior (fourth-year) degree-seeking students (including undergraduate diploma, associate degrees, and degrees). UFV most recently participated in the NSSE survey (and associated FSSE survey, discussed below) in 2019.

Both of the NSSE 2019 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 79% of first-year and 86% of senior-year students rating their experience as good or excellent. Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty and support staff. When UFV students were asked if they could start over again, if they would go to UFV, 82% of first-year students and 84% of senior students said definitely or probably. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activity or provide opportunities for social involvement.

2.2.2.3 Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the related NSSE survey, and is conducted at the same time. The FSSE survey measures faculty perceptions of how often students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time. The FSSE 2019 survey queried undergraduate faculty; faculty are categorized based on their reported experience teaching a particular course, either lower or upper-division.

A comparison between similar questions on the most recent NSSE and FSSE surveys revealed some interesting results. For example, UFV students rate the quality of their interactions with faculty much higher than faculty perceive. UFV students also reported that they had “at least often” had discussions with diverse others at a higher proportion compared to the share of faculty that reported that they have provided opportunities in their selected course sections for this to occur, “at least quite a bit.” This would likely indicate that students are (also) engaging in discussions with diverse others outside of UFV classrooms. When comparing questions about faculty course goals and student-perceived gains, faculty and students generally agreed in their responses; 66% of faculty believed that their course sections were structured so that students learn and develop writing clearly and effectively, compared to 68% of first-year and 78% of senior students that felt their experience at UFV had done the same.

The survey responses also revealed that UFV faculty are aware of the unique characteristics of UFV students, in regards to how they spend their time in an average week. For example, 42% of UFV lower-division faculty respondents perceived that the typical UFV student worked for pay off campus for 16 or more hours in a week, compared to 43% (high for a Canadian university) of first-year respondents who reported doing so (52% for upper-division faculty vs 47% of senior respondents).

2.2.2.4 Ipsos Reid

Residents of the Fraser Valley rated UFV highly on measures including favourability and trust in Ipsos Reid’s 2014 Higher Education Reputation Syndicated Study. The survey asked Canadians about their opinions on Canadian post-secondary institutions.

Box 10: Child Life Student Rides Pandemic Wave During Hospital Internship

When Danielle Geddes started her Child Life Specialist internship on the acute medical inpatient ward at Children’s Hospital of Winnipeg in February, she had no idea that by the end of it she would be fully masked and wearing protective gear for most shifts with her young clients.

Geddes, who is completing a Child Life and Community Health graduate certificate at UFV, had to adjust quickly to the new reality of healthcare in the COVID-19 age.

And since her internship focused on helping children feel comfortable and less anxious in an already stressful healthcare setting, that adjustment included putting a mask and protective eyewear on a puppet to help explain to the children why hospital staff were wearing them.

For her internship, Geddes worked in an acute medical inpatient unit and the staffed playroom in the inpatient unit.

“I worked with a child life specialist to help families support their children developmentally, provide psychological preparation of procedures for children in developmentally appropriate language, and provide distraction and coping strategies for painful or stressful procedures.”

Geddes, who already holds a BA (Hons) in linguistics and psychology, hadn’t even heard of child life specialists until 2017, when a friend mentioned the career to her.

“I started doing some research on the child life field and thought it would be a fantastic fit for me as a career, so when I realized UFV was starting a graduate certificate program in Child

Life and Community Health, I applied right away.”

For the first part of her 600-hour internship, Geddes got to experience a range of practice within the field, including helping patients mentally prepare for surgery, working with

chronically ill or palliative patients, and providing developmental support.

Halfway through March, the world, and Geddes’s practicum, changed due to the impact of COVID-19.

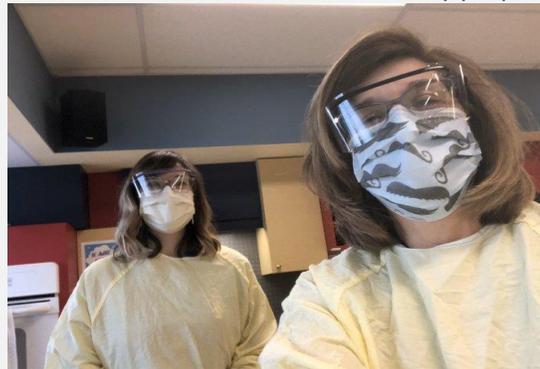
“Policies started changing at the hospital. For a while, I

wasn’t sure whether or not I would be able to finish my internship, but they were grateful for the extra pair of hands in the Child Life department.”

“As time went on, more things changed in how we were able to provide our services. By the time I left, our hospital library was no longer open to patients, though child life staff could sign out books on the patient’s behalf. While our ward playrooms were closed, with the support of infection control we continued to provide one-on-one play sessions in our main playroom. For a while the policies surrounding personal protective equipment were changing daily, sometimes differing from unit to unit, so it was important to communicate well with our team about the proper procedures.”

Geddes came to realize that the role of child life specialists was more important than ever in the midst of the pandemic. But it also helped her understand that for children in hospital, social isolation is always an issue.

“Through this experience, I was reminded of the importance of providing psychosocial care for children and families in isolation. Even when



there isn't a pandemic, there are children and families who have to be in isolation at the hospital. They can't see their friends, they may have limited contact with their family members, and most of the interactions they are having are with people dressed in yellow gowns with masks and gloves on. We are all experiencing a little bit of what that is like now. I was reminded that the psychosocial care we provide even in non-pandemic times has a huge impact on a patient's hospital experience and their wellbeing. And sometimes we have to get creative in order to provide that care!"

Since the number of visitors patients were allowed was limited due to the pandemic, the child life specialists worked extra hard to make children and their families feel safe and supported.

"I helped make activity kits for nurses to bring into certain rooms to limit the number of people interacting with the patients, and put together hygiene kits for children and families who had to be isolated. For Easter, we put together gift baskets for each patient and materials for egg hunts so that nurses could spread some extra joy to the patients."

And she got to learn and practise some media skills. I also made a few guest appearances on the in-hospital TV program. We film a daily show with a puppet named Noname, so I joined Noname and some child life specialists on the program to do therapeutic art activities and discuss coping strategies. Noname also wore a mask and eye protection to help explain



why staff are wearing them and to normalize them for the children.

The Child Life team also worked with the hospital's infection control department to make sure that they followed protocols to run things as safely as possible while still providing psychosocial care.

"While our staffed playroom was closed, we could still offer play sessions with one patient in the playroom at a time. The opportunity for play and socialization is so important for patients, especially the long-term ones who can't have visitors right now."



Completing her internship during a pandemic helped reinforce for Geddes that her choice of career is the right one for her.

"I immediately felt like a part of the child life family at the hospital. They each brought incredible experience to the team and I was able to learn from so many different people who encouraged me and helped shape what kind of child life specialist I want to be. I was impacted by the amazing and resilient children I met every day, who sometimes had to experience difficult and scary things but were learning healthy coping strategies and had the opportunity to 'be kids' through play, even at the hospital."

Geddes is now preparing for a certification exam in her field, and hunkered down at home like many Canadians.

"I am now preparing for the certification exam, which I hope to write this summer. I find I work best with routine, so it helps me to follow a

daily routine and to set some goals for my day. Some specific ways I have of coping are to stay in touch virtually with family and friends, to be careful of how much time I spend on social media, and to balance studying with hobbies.”

And she has some advice: take it easy on yourself. “I read an article recently where the author reminded readers that we feel pressure to be productive with this time at home, but that the reason we have more time is because

we are experiencing a collective trauma, so it’s okay to not feel productive. I thought that was an important perspective to remember at the times when I feel overwhelmed or uncertain of the future...those feelings are normal. It helps me to process through the emotions I am experiencing and to share them with a loved one.”



Chilliwack Student Experience Showcase, 2019



U Join Chilliwack, 2019

Box 11: UFV and McDonald’s Team Up to Offer Credit Toward University Credentials

The University of the Fraser Valley (UFV) and McDonald’s Canada are partnering to create new pathways for McDonald’s restaurant managers to pursue university credentials.

Prospective students who have completed management training courses at McDonald’s, and who meet UFV’s admission requirements, can receive credit toward one of four options at UFV: a Bachelor of Integrated Studies degree, a Hospitality and Event Planning certificate, a Management Skills certificate, or a General Studies diploma.

“UFV is excited to partner with McDonald’s Canada in offering a variety of pathways to students’ goals,” said Liana Thompson, Director, Continuing Education at UFV. “McDonald’s management training provides relevant knowledge and experience that aligns with the learning outcomes in these four UFV credentials. These programs are very flexible and attractive to students because they integrate career experience, professional training, and academic study.”

“This is an incredibly important partnership and well-deserved recognition for people in management,” said Sid Johnson, local McDonald’s franchisee. “We take great pride in the rigour of our training programs and the skills our people are able to hone at McDonald’s. I’m so pleased that we can simultaneously offer exciting new opportunities for growth and education through amazing institutions like UFV.”

The agreement will allow McDonald’s restaurant managers who work at either corporately owned or franchised restaurants with approved course credits to achieve their chosen credentials while still working. The partnership program will help these students integrate their work and academic pursuits seamlessly and reduce the time and resources required to attain their education.



The advanced placement is available to any McDonald’s restaurant manager across Canada, thanks to online and open learning capabilities.

“McDonald’s has maintained its reputation as a great place to work and to kick-start your career. This partnership with UFV enables us to continue our efforts to prioritize the academic and professional growth of our staff and provides a meaningful head start towards an invaluable degree,” said Stephanie Hardman, Chief People Officer, McDonald’s Restaurants of Canada Limited.

The new pathway partnership aligns with McDonald’s Canada’s organizational culture and values, which focuses on supporting educational opportunities for its staff. To learn more, visit <https://ufv.ca/mcdonalds>

About University of the Fraser Valley

The University of the Fraser Valley, a member of Universities Canada, enrolls some 16,000 students per year.

Established in 1974, the university has campuses and centres in Abbotsford, Chilliwack, Mission, Hope, and a presence in India. UFV offers three Master’s degrees, 19 bachelor degrees, and more than 100 programs. With an emphasis on undergraduate teaching, UFV’s smaller class size provides more one-on-one engagement with faculty and a supportive environment for interactive learning and academic success.

Located just east of Vancouver in the Fraser Valley, UFV is known in the Indigenous language of the Stó:lō people, as the House of Transformation.

About McDonald’s Canada

In 1967, Canadians welcomed the first McDonald’s restaurant to Richmond, British Columbia. Today, McDonald’s Restaurants of Canada Limited has become part of the Canadian fabric, serving close to three million guests every day. More than 90 per cent of McDonald’s 1,400 Canadian restaurants are locally owned and operated by independent franchisees. Nearly 100,000 people from coast-to-coast are employed in either corporately owned or franchised restaurants. Of the almost \$1 billion spent on food, beverages and packaging, more than 85 per cent is purchased from suppliers in Canada. For more information on McDonald’s Canada visit [McDonalds.ca](https://mcdonalds.ca)

3. Financial Information

3.1 Financial Results

Good financial management ensures that universities are able to achieve their strategic objectives, gain the confidence of stakeholders, keep education affordable for students, and maintain a position of long term financial sustainability. UFV achieved positive financial results in fiscal 2019/20 with strong international student enrolments and consistent domestic student numbers.

Comprehensive financial results for the university can be viewed on the UFV website at: <http://www.ufv.ca/finance/reporting/annual-financial-reports/>

The 2020/21 Budget presents a consolidated balanced budget position, with strong investments that advance what is most important to UFV—Engaging Learners, Transforming Lives, Building Community. Investment priorities for 2020/21 continue to build on substantial investments made last year. Specific investment priorities for this budget were identified as:

- Indigenization and Reconciliation Goals.
- Academic Programming and Support.
- Student Experience and Success.
- Equity, Diversity and Inclusion (EDI).
- Technology and Business Transformation.
- Community Engagement and University Relations.
- Administration, Sustainability and Risk.

Along with the strategic investments in the operating budget, significant investments are planned in the capital budget plan. The capital budget focuses on creating spaces that align with strategic directions and also addresses safety and deferred maintenance priorities. This is an exciting time for UFV with significant investment in priorities that will move the university forward in achieving its goals.

The comprehensive budget can be viewed on the UFV website at: <https://www.ufv.ca/budgets/consolidated-budget-plan/>

3.2 Risk and Uncertainties

In March 2020, COVID-19 was declared a global pandemic. The social and economic effects of this virus are, and will be, significant; there will continue to be an impact in the foreseeable future, one important aspect of which will be financial. The university anticipates COVID-19 will have a negative impact on the 2020/21 Consolidated Budget, but the financial impact is not known at this time. The Budget Principles used to guide the development of the Consolidated Budget will be used to guide UFV's actions and planning through this pandemic. Contingency measures have been put into place to ensure financial sustainability during the pandemic event.

UFV operates in an increasingly complex environment and must assume certain risks to meet its objectives and realize its strategic goals. The University uses an enterprise risk management approach to assessing and mitigating risks. Identified risks are as follows:

1. Higher reliance on international student tuition revenue: risk of a global catastrophe, economic event, and foreign policy change could negatively impact international enrolments. A higher concentration of international students from a limited number of regions increases the potential impact of international enrolment decline.
2. Employee recruitment and retention: attracting and retaining employees within a salary grid that is not competitive with post-secondary salaries in other provinces or the market.
3. Managing continuous change:
 - The changing nature of students, curriculum, technology, and learning methodology. University education must remain relevant.
 - Changing administrative and business processes while maintaining employee morale.
4. Deferred maintenance: maintain aging buildings within capital allocations.



Autumn at Clearbrook Centre, 2019

4. Final Comments

UFV has seen unprecedented change in the past year. Some of the change has come from within, such as the work on the Integrated Strategic Plan led by President Joanne MacLean. The second, and final, phase of this two-year process, Strategic Planning, is nearing completion and is led by Provost James Mandigo.

External forces have also led to change. In 2019/20, our international student enrolments increased by 27%. This past year UFV had double the number of international students compared to only 3 years ago. UFV also saw an increase, for the second year in a row, in the number of domestic students. We are pleased that so many local and global learners made UFV their university of choice.

As the COVID-19 pandemic continues to evolve, UFV is adapting and continuing to deliver education and services, rising to the challenge of these unprecedented times. The safety of our students, faculty, staff and the UFV community is our highest priority. While the doors to some buildings may be closed, UFV remains open, active, and online. This summer, courses are being taught in a remote format and while enrolment patterns have changed, we have more student enrolments this summer than ever before.

We are proud of the university's many accomplishments and its commitment to our students and our community. We take our responsibility to our students and community seriously, striving to be known as a gathering place for learners, leaders, and seekers.



Convocation, 2019

Appendix A – Performance Measure Results
University of the Fraser Valley
2019/20 Accountability Framework Performance Measure Results

Performance measure ¹	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Student Spaces²						
Total student spaces	6,504	6,720	6,628	Substantially achieved		
Nursing and other allied health programs	494	475	437	Substantially achieved		
Developmental programs	315	325	297	Substantially achieved		
Credentials awarded³						
Number	1,987	1,972	1,970	Substantially achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	521	568	592	Achieved		
Ministry (AEST)	474		537			
Industry Training Authority (ITA)	48		55			
Student satisfaction with education^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.8%	1.6%	≥ 90%	89.9%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	90.3%	6.0%		95.7%	4.8%	Achieved
Former apprenticeship students	96.1%	3.9%		97.8%	3.2%	Achieved
Bachelor degree graduates	93.3%	1.7%		96.9%	1.2%	Achieved
Student assessment of the quality of instruction^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.5%	1.2%	≥ 90%	95.5%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	95.2%	4.4%		100.0%	0.0%	Achieved
Former apprenticeship students	100.0%	0.0%		97.8%	3.2%	Achieved
Bachelor degree graduates	96.4%	1.3%		97.3%	1.1%	Achieved
Student assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	85.2%	1.7%	≥ 85%	84.1%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	88.0%	5.4%		90.4%	5.3%	Achieved
Former apprenticeship students	86.6%	5.6%		94.0%	4.5%	Achieved
Bachelor degree graduates	87.0%	2.0%		91.2%	1.6%	Achieved
Student assessment of usefulness of knowledge and skills in performing job^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.9%	4.3%	≥ 90%	87.2%	4.0%	Achieved
Trades foundation and trades-related vocational graduates	85.2%	8.0%		87.8%	8.6%	Achieved
Former apprenticeship students	97.9%	3.1%		97.7%	3.4%	Achieved
Bachelor degree graduates	87.9%	2.6%		89.6%	2.4%	Achieved
Unemployment Rate^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	5.0%	2.7%	≤ 7.3%	5.0%	2.5%	Achieved
Trades foundation and trades-related vocational graduates	5.3%	4.8%		4.5%	5.2%	Achieved
Former apprenticeship students	0.0%	0.0%		0.0%	0.0%	Achieved
Bachelor degree graduates	6.1%	1.8%		5.2%	1.7%	Achieved

Notes:

N/A - Not assessed

- ¹ Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
- ² Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.
- ³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.
- ⁴ Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- ⁵ Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- ⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the "exceeded" category has been re categorized. Performance measure results will now be assessed on a three-scale: *Achieved*, *Substantially Achieved*, or *Not Achieved*.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

APPENDIX A – Performance Measure Results
University of the Fraser Valley
2019/20 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	85.2%	1.7%	≥ 85%	84.1%	1.8%	Achieved
Written communication	85.7%	2.1%		85.2%	2.3%	
Oral communication	81.5%	2.3%		79.7%	2.6%	
Group collaboration	86.9%	1.9%		84.5%	2.2%	
Critical analysis	88.7%	1.8%		86.3%	2.1%	
Problem resolution	80.4%	2.3%		77.8%	2.6%	
Learn on your own	83.7%	2.1%		86.6%	2.1%	
Reading and comprehension	88.5%	1.8%		87.6%	2.0%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	88.0%	5.4%	≥ 85%	90.4%	5.3%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	90.3%	6.0%		90.7%	7.4%	
Critical analysis	93.7%	4.9%		91.1%	7.0%	
Problem resolution	87.1%	6.8%		95.7%	5.0%	
Learn on your own	88.5%	6.6%		95.7%	5.0%	
Reading and comprehension	98.4%	2.6%		95.5%	5.2%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	86.6%	5.6%	≥ 85%	94.0%	4.5%	Achieved
Written communication	N/A	N/A		96.4%	5.9%	
Oral communication	N/A	N/A		93.8%	7.0%	
Group collaboration	75.0%	9.8%		93.0%	5.9%	
Critical analysis	93.9%	4.9%		95.6%	4.6%	
Problem resolution	98.0%	2.8%		92.9%	6.1%	
Learn on your own	93.9%	4.9%		95.5%	4.7%	
Reading and comprehension	96.0%	4.0%		95.7%	4.5%	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.0%	2.0%	≥ 85%	91.2%	1.6%	Achieved
Written communication	84.6%	2.6%		91.6%	2.0%	
Oral communication	87.9%	2.3%		91.7%	2.0%	
Group collaboration	84.7%	2.5%		88.4%	2.3%	
Critical analysis	93.5%	1.7%		94.7%	1.6%	
Problem resolution	81.5%	2.8%		88.6%	2.3%	
Learn on your own	88.8%	2.2%		92.0%	1.9%	
Reading and comprehension	88.1%	2.3%		91.2%	2.0%	

Appendix B – Mandate Priority #1 Progress Report, Progress on Truth and Reconciliation

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. UFV is addressing relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples. The following table provides a summary of UFV’s progress.

TRC CALL TO ACTION¹⁶ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS New or Continuing and if N/A, In Progress, or Implemented ¹⁷	NEW INITIATIVES AND PARTNERSHIPS Below are details for new initiatives begun in 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how UFV’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.	CONTINUING INITIATIVES AND PARTNERSHIPS Below are details on the progress for initiatives begun prior to and continued through 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how UFV’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.
1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential	1. Continuing Initiative Implemented	1. For more than a decade, the School of Social Work and Human Services (SWHS) has offered First Nation courses to Indigenous and Non-Indigenous students: <ul style="list-style-type: none"> • Stó:lō Nation Development FNST 101. • Stó:lō Traditional Ways of Healing and Helping FNST 102. • Stó:lō Communications and World View FNST 201. 	

¹⁶ "..." represents omitted text not related to post-secondary education from the original Call to Action.

¹⁷ N/A if there is no relevant program on this subject offered at UFV.

schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.		<ul style="list-style-type: none"> • Stó:lō Social Structure FNST 202. • Aboriginal Culture and Language Practicum FNST 230. • Contemporary Issues and Policies in Aboriginal Education FNST 275. <p>The Social Services Worker diploma offers an Indigenous focus where students complete four Indigenous courses and work within an Aboriginal community.</p>	
	2. New Initiative Implemented	2. When revising any course outline, the School has taken the initiative to include information about the legacies of colonialization and the destructive impact of residential schools as well as current and past Canadian policies and their impact on Indigenous Peoples. Guest speakers such as In-Resident Indigenous Elders, community Elders, knowledge keepers, and leaders are often invited into classrooms to share Indigenous ways of being, knowing, and healing. Faculty continue to provide training and facilitation of the KAIROS Blanket group exercise in the classrooms and the community. This exercise is “a unique, participatory history lesson—developed in collaboration with Indigenous Elders, knowledge keepers and educators—that fosters truth, understanding, respect and reconciliation among Indigenous and non-Indigenous peoples.”	
	3. New Initiative Implemented	3. Many SWHS courses include experiential learning; students participate in local Indigenous community events and field	

		trips such as the Badrock: Cultural Place Names Tours or local Indigenous ceremonies. Indigenous experiential courses provide space and time to faculty to demonstrate traditional skills, including beading, creating medicine pouches, smudging, sharing and preparing traditional foods, storytelling, and the use of modern technologies such as digital storytelling to document Indigenous history and knowledge.	
	4. New Initiative Implemented	4. Bachelor of Social Work (BSW) applicants entering in fall 2021 will be required to take an Indigenous or First Nations content course. Also, the course <i>Indigenous Social Work, SOWK 392</i> , (previously known as <i>Aboriginal Social Work</i>) has been changed. The title and learning outcomes have been altered to ensure emphasis on Indigenous knowledge and worldview within the Indigenous Social Work course. The revised course better reflects reconciliation, Indigenization, and the TRC's calls to action for social work practice and education at the post-secondary level. As well, the School of SWHS is in the process of developing a required BSW 400 level Indigenous course.	
	5. Continuing Initiative Implemented	5. UFV's BSW degree was one of the first social work programs in the province to offer a Child Welfare Specialization. Since the inception of this specialization, each year, the field coordinators have sought, and increased the number of, field placements in Aboriginal Children and Family Services Societies throughout the	

		Lower Mainland for students in the degree, certificate, and diploma programs.	
	6. New Initiative Implemented	<p>6. The School, with the support and recommendation of the SWHS Advisory Council, is shifting what is taught in the classroom and how students are supervised in the field. The School works collaboratively with its surrounding communities to change how students advocate, practice, and partner with agencies, families, and individuals. The School is moving away from dominant approaches to encouraging students to focus on local Indigenous models and ways of knowing as well as family and community centred practice, and to complete their practicums and seek employment in their family of origin communities.</p> <p>The School is committed to creating a culturally safe and inclusive environment. Indigenous applicants are encouraged and the School seeks ways to eliminate barriers to admission to SWHS programs, including extra points for members of equity-seeking groups.</p>	
<p>12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	1. Continuing Initiative Implemented		1. UFV offers a Bachelor of Arts in Child and Youth Care which has a Child Protection Specialization. In this specialization students may complete a practicum with the Ministry of Children and Family Development or with a delegated Aboriginal agency.
	2. New Initiative Implemented	2. The Child Youth and Family Studies (CYFS) department has committed to	

		developing a shared understanding of what Indigenization is, understanding Indigenous history, and assessing how colonialism has impacted each faculty member as an educator.	
	3. New Initiative Implemented	3. The department has concluded its first year of activities on this Call to Action and is now taking the planning and implementation to the next level. The whole department recently viewed a two-part webinar series on Taking Action Towards Truth and Reconciliation in Post-Secondary: Part 1, Re-Imagining Business as usual in Post-Secondary; and Part 2, Moving Forward Together in Post-Secondary. The department is putting forward a proposal to bring the speaker/scholar Kevin Lamoureaux, from the University of Winnipeg, to UFV to deliver a more intimate “third” part to this speaker series.	
	4. New Initiative In progress	4. For the next year, the department has allocated time during each monthly meeting for a traditional talking circle where faculty will respond to a question with generative intention. The questions that will be utilized are offered as a guide for reflecting on a decolonizing/Indigenizing process for educators and were developed by Wendy Simon, Mohawk/Haida, NEC Native Education College, and Artemis Fire, Métis Nation, Camosun College. Faculty will explore where they are already aligned in this regard and discover where they need	

		<p>to develop and commit further. Faculty will look to develop a statement that can be on department course syllabi that demonstrates the department's commitment to this process.</p> <p>In addition, the department is undertaking the following activities in response to the Calls to Action:</p> <ol style="list-style-type: none"> 1. Continue to explore how to decolonize structures and curriculum to better meet the needs of all learners in the CYFS programs—focus groups with students have been held to deepen this conversation. 2. Highlight the United Nations Declaration of the Rights of Indigenous Peoples in the department's core courses across programs in CYFS. 3. Continue to utilize Aboriginal agencies for practicum placements across CYFS certificate, diploma and degree programs. 4. Ensure Child and Youth Care (CYC) Child Welfare Specialization students (and all CYC degree students) are properly trained and educated about the history and impacts of residential schools. 5. Ensure that CYC students are educated and trained about the resources available for Aboriginal communities and families to 	
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		<p>provide more appropriate solutions to family healing.</p> <p>6. Ensure students in the Child Life and Community Health Graduate Certificate are educated in Cultural Safety and Cultural Humility; that they are familiar with, and will utilize, the resources available through the Aboriginal Health Authority—Health through Wellness documents.</p> <p>7. Continue to require a core course within the CYC degree program on Indigenous Perspectives that includes a number of field trips that highlight the history and impacts of colonization, and the use of Elders within teachings.</p>	
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>1. Continuing Initiative Implemented</p>		<p>1. UFV's Modern Languages Institute offers an Intermediate Proficiency associate certificate in Halq'eméylem, the traditional language of the Stó:lō people.</p> <p>Halq'eméylem is also a requirement for the Aboriginal Culture and Language Support diploma, offered by the School of Social Work and Human Services.</p>
	<p>2. Continuing Initiative In progress</p>		<p>2. UFV is developing a graduate certificate in Halq'eméylem (graduates may exit or continue on to the graduate diploma) and a graduate diploma in Halq'eméylem.</p> <p>The concept paper for these programs has been approved and the Program Working Group (PWG) is working on preparing the full proposal. A list of new courses has been identified and the PWG is in the</p>

			<p>process of setting curriculum content, delivery method, and Prior Learning Assessment Recognition. The labour market survey conducted indicated very promising employability prospects for graduates.</p> <p>The graduate certificate will help prepare students who want to:</p> <ul style="list-style-type: none"> a) improve their fluency and proficiency in the Halq'eméylem language; b) contribute to the language revitalization; c) transmit knowledge and culture through the Halq'eméylem language, and; d) increase opportunities to share the Halq'eméylem language. <p>The graduate diploma will achieve the same goals as the graduate certificate and in addition, will:</p> <ul style="list-style-type: none"> a) immerse students within the Halq'eméylem language and the Stó:lō worldview, and; b) provide students with an opportunity to increase Halq'eméylem sustainability through innovative and creative development of language curricula or a Stó:lō community driven language revitalization plan.
	<p>3. New Initiative In Progress</p>	<p>3. Advanced Proficiency certificate in Halq'eméylem: The Modern Languages (MOLA)</p>	

		<p>department submitted a proposal for an advanced proficiency certificate in Halq'eméylem with two new courses at the 300 level (HALQ 301 and HALQ 302). This certificate will be a prerequisite for the proposed upcoming graduate program and serves the purpose of a higher language proficiency. The proposal has been approved and the HALQ 301 course will be offered soon.</p>	
	<p>4. New Initiative In Progress</p>	<p>4. Halq'eméylem courses at Seabird Island: 2018 marked further development in the ongoing partnership between UFV and Seabird Island community programs pertaining to the delivery of community based Halq'eméylem programming. Throughout this time, two Halq'eméylem cohorts were developed with over 20 students registered:</p> <ul style="list-style-type: none"> • the Seabird Island Community School: MOLA is delivering credit courses to staff and teachers (Instructor: Mary Stewart, Assistant professor); and • the Seabird Island Community Cultural programming, (co-Instructors: Mary Stewart and UFV Sessional, Dianna Kay). <p>MOLA appreciates that Leanne Ellis, Seabird Island Cultural Program Coordinator, advocated for participants from the following First Nation Bands: (from Rosedale, B.C. to Peters Band, Yale, B.C.).</p>	

		<ol style="list-style-type: none"> 1. Seabird Island First Nation 2. Chawathil First Nation 3. Shxw'ōwhámél First Nation 4. Peters First Nation 5. Popkum First Nation 6. Cheam First Nation 7. Chehalis First Nation 8. Scowlitz First Nation <p>Many of the First Nation students come from the Chilliwack First Nation Bands. In both cohorts, the students are happy these Halq'eméylem courses are offered within their community or in a neighbouring community.</p>	
	5. Continuing Initiative Implemented		5. For the last several years, the UFV Indigenous Centre has provided support to Halq'eméylem courses by arranging Dr. Elizabeth Phillips to visit these courses two sessions per term. Dr. Phillips shares the Stó:lō world view in relation to the Upriver Halq'eméylem with the students, she encourages them, and supports them with their pronunciation and sentence development.
	6. Continuing Initiative Implemented		6. The UFV Indigenous Centre has also provided support to the advocacy of Halq'eméylem by arranging Dr. Elizabeth to provide 'Tea Time' one or two sessions per term. Throughout the sessions, Elizabeth provides Halq'eméylem language support to current and former learners, and advocates for new learners.

	7. New Initiative In progress	7. Work is underway to host a Halq'éméylem language celebration event, hosted by Dr. Phillips, to recognize the people who have taken Halq'éméylem language classes and celebrate their dedication to language revitalization while continuing to create community within this population.	
	8. New Initiative In progress	8. Conversational Halq'éméylem workshops were offered in fall 2019 to UFV faculty and staff members to broaden their knowledge of traditional Stó:lō teachings while developing and encouraging the use of Halq'éméylem phrases in on-campus conversation. Further workshops are being developed.	
23: HEALTH-CARE PROFESSIONALS We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	1. Continuing Initiative Implemented		1. Certified Dental Assistant (CDA): Students in the Certified Dental Assistant program visit Chehalis K-12 school to provide health promotion presentations. These students complete a literature review and reflection on cultural humility and considerations prior to their work with the Indigenous school age kids. Afterwards, they conduct a reflection on their experience. CDA students are placed at Stó:lō Dental and Seabird Island for practicum experiences. Both offices provided dental services to a large population of Indigenous people.
24: MEDICAL AND NURSING SCHOOLS	1. New Initiative Implemented	1. Indigenization Committee The Faculty of Health Sciences (FHS) formed an Indigenization Committee in the	

<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		<p>spring of 2019. Two meetings have been held by this committee in the last year, and the committee would like to have students who identify as Indigenous take part.</p>	
	<p>2. New Initiative Implemented</p>	<p>2. The FHS purchased small, pocket-sized booklets on Truth & Reconciliation for every Health Sciences faculty member, at the request of the Indigenization Committee.</p> <ul style="list-style-type: none"> • The two booklets were the <u>Calls to Action from the National Centre for Truth and Reconciliation</u> and the <u>United Nations Declaration on the Rights of Indigenous Peoples</u>. • The idea behind obtaining these booklets is to provide faculty members specific steps they can take in the classroom and in their professional careers. • The aim of the FHS is to focus on one Call to Action at each Faculty Council meeting. • The Faculty Council sessions will be supplemented with monthly emails that include further resources for faculty. 	
	<p>3. New Initiative In Progress</p>	<p>3. The FHS is exploring printing posters of the First Nation Principles of Learning for each faculty member to have in their office or teaching space (if applicable).</p>	
	<p>4. New Initiative In Progress</p>	<p>4. The Indigenization Committee is exploring the possibility of a PD day where Lorna Andrews, Teaching and Learning specialist in Indigenization, will come to</p>	

		discuss how faculty can utilize First Nation Principles of Learning in their classrooms.	
	5. New Initiative Implemented	5. The FHS ensures that Land Acknowledgements precede FHS council meetings and department meetings, as well as all events held by the faculty.	
	6. Continuing Initiative Implemented		6. Practical Nursing: Aboriginal Nursing Association of Canada cultural competence & safety, TRC and First Nations Health Authority Cultural Safety and Humility competencies are integrated across levels and courses in the practical nursing curriculum. Specific course objectives are identified in all courses.
	7. Continuing Initiative Implemented		7. Bachelor of Science in Nursing (BSN): An Indigenization Committee reviews Indigenous content across the BSN curriculum to identify gaps and to build on existing content and experiences. Indigenous content is incorporated across the BSN program with the following concentrations: Year One: <ul style="list-style-type: none"> • Introduce cultural competence and cultural sensitivity based on National Collaborating Centre for Aboriginal Health—Understanding Racism; Aboriginal woman case analysis. • Concept of culture competency in relation to Health disparities of Indigenous families; Métis guest

			<p>speaker presenting Indigenous Health and Ways of knowing.</p> <ul style="list-style-type: none"> • Canadian Charter of Human Rights and Freedoms introduced with discussion of justice principles and focus on improving opportunities for Aboriginal people and discussion of TRC Call to Action. <p>Year Two:</p> <ul style="list-style-type: none"> • Mental Health component with a focus on the impact of colonization, substance use, and the suicide rate in Indigenous communities. <p>Year Four:</p> <p>Course concentration of Indigenous content and practicum experiences with a Community Health course in which students:</p> <ul style="list-style-type: none"> • Explore National Aboriginal Health Organizations and First Nations Health Authority with a focus on Determinants of Health. • Study Community Assessment with a focus on Indigenous communities. • Participate in student practicum experiences with local Indigenous communities with a focus on health promotion. • Take part in a Blanket Exercise.
	<p>8. Continuing Initiative Implemented</p>		<p>8. Competition for places in the Bachelor of Science in Nursing is intense. Up to 10% of</p>

			program seats may be allocated to Aboriginal students on a competitive basis.
<p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	N/A		
<p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural</p>	<p>1. Continuing Initiative</p> <p>In progress</p>		<p>1. The Lálém document describes UFV’s commitment to the shared responsibility of educating staff and faculty regarding Indigenous history and issues:</p> <p><i>Indigenizers: this is meant to evoke the shared responsibility for Indigenizing at UFV. The idea here is a decentralized approach to Indigenizing, which requires building capacity, reaching inward and outward, and learning and listening from the heart. The “Indigenizers” may be specific individuals identified within the different areas and departments of UFV; at the same time, all members of UFV, be they faculty, staff, administrators or students, have a responsibility to take on this role.</i></p>

competency, conflict resolution, human rights, and anti-racism.	2. Continuing Initiative Implemented		2. UFV is home to a Race and Antiracism Network. The goals of RAN include raising the profile of race-related issues at UFV and beyond, addressing issues of racism, and developing theoretical and practical strategies and tools of anti-racism. One of the specific goals is to provide a space for people of colour, Indigenous peoples and allies to work on issues related to race and decolonial politics.
	3. Continuing Initiative Implemented		3. The Indigenous Maps, Films, Rights, and Land Claims associate certificate offers students the opportunity to learn a range of conceptual and practical skills that are of direct relevance to the history, communication, implementation, and critique of Indigenous rights, title, and land claims. It focuses on a range of representational practices, including oral histories, documentaries, surveys and maps, and legal discourse analysis, and their importance to the Indigenous land rights process, with a focus on British Columbia and the lower Fraser Valley.
62: TEACHER EDUCATION We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate	1. Continuing Initiative Implemented		1. UFV's two-year Aboriginal Culture and Language Support (ACLS) diploma is designed to provide graduates with the knowledge, skills, and perspectives required for employment as an Aboriginal support worker in both public or First Nation-operated band schools. An Aboriginal support worker with an understanding of, and sensitivity to, the values, beliefs, and needs of students' Indigenous communities and heritage, as

Indigenous knowledge and teaching methods into classrooms.			well as the needs of the education system, make them a valuable asset to the school in which they work.
	2. Continuing Initiative Implemented		<p>2. UFV has committed to Indigenization of the curriculum throughout the university, including the Teacher Education program.</p> <p>This commitment is detailed in <i>Lálém</i>:</p> <p>—The development and delivery of curriculum is designed to educate, build awareness, and develop capacity for Indigenization and Reconciliation at UFV. Responsibility for development and delivery of these activities is shared by the departments, schools and interdisciplinary programs across all Faculties. The Teaching and Learning Centre, including through the new position of Teaching and Learning Specialist (Indigenization) and the Senior Advisor on Indigenous Affairs, offer support and guidance, as resources allow. The Indigenous Studies Curriculum Committee (ISCC) is mandated with the development of Indigenous Studies curriculum and programming at UFV.</p>
	3. New Initiative Implemented	<p>3. The Teacher Education department (TED) at UFV has committed to Indigenizing their Bachelor of Education (BEd) and Master of Education in Educational Leadership and Mentorship (MEd) programs and faculty are actively engaging in decolonizing work both personally and professionally. Ten percent of seats in all department programming are designated for qualified Indigenous applicants.</p> <p>Foundational coursework in <i>Schooling in a</i></p>	

		<i>Diverse Society and Indigenous Youth and Schooling</i> are designed to build Bachelor of Education students' content knowledge and begin the important work of decolonization. All methods courses for BEd students include instruction and practice in integrating Indigenous content and pedagogy into lesson and unit plans for K-12 students in culturally sensitive ways. In addition to course-related experiences, all BEd students participate in Indigenous-focused field experiences (e.g. the Coqualeetza site visit, the St. Mary's Indian Residential school site visit, and the Stó:lō Place Names tour) to support their learning.	
	4. New Initiative Implemented	4. Faculty members support K-12 teachers in the field by providing professional development workshops on implementing Indigenous pedagogy into K-12 classrooms and the First Peoples' Principles of Learning.	
	5. New Initiative Implemented	5. New partnerships continue to be developed. The Indigenous Student Centre has arranged for the TED to have a Resident Elder who will work with the BEd students while they are on campus. As well, a working relationship has been established with Canada Research Chair, Dr. Keith Carlson, so that the TED faculty can support his work to develop resources for the local School Districts.	
	6. New Initiative Implemented	6. In response to TRC Call to Action 62, Resource Kits on Residential Schools and Decolonization & Reconciliation have been developed by the TED. These will be shared	

		with students and faculty, through the UFV library, and with practicing teachers in and around the Fraser Valley.	
	7. New Initiative Implemented	7. In summer 2019, the TED began to explore a learning experience for its BEd students that would see them working with students in SD 92 (Nisga'a). In May 2020, the first group of students will visit Nisga'a for two weeks.	
	8. New Initiative In progress	8. The TED hopes to collaborate with Matsqui Nation to develop K-12 curriculum, with the support of Dr. Keith Carlson.	
86: JOURNALISM AND MEDIA SCHOOLS We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	N/A		
92: BUSINESS SCHOOLS We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN	1. Continuing Initiative Implemented		1. The School of Business, through the Dean of Professional Studies, is a member of the Education and Training Committee of Stó:lō Community Futures, an Indigenous community organization which supports, leads and facilitates Indigenous business and entrepreneurialism in S'olh Temexw.

<p>Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>2. Continuing Initiative Implemented</p>		<p>2. The School of Business Lucerne seminar for executive training includes sessions on conflict resolution and First Nations; it has been offered since 2012.</p>
	<p>3. New Initiative In Progress</p>	<p>3. In conjunction with the Indigenous Committee of Professional Studies, the School of Business is currently creating databases of resource materials including business case studies and journal articles which specifically focus on Indigenous peoples.</p>	
	<p>4. New Initiative In progress</p>	<p>4. The School of Business is integrating Indigenous issues within course content, such as challenges faced around Indigenous recruitment for policing positions. Where possible, topics are presented in a story-telling format. Faculty also host Indigenous guest speakers in the recruitment and selection course (BUS 314).</p>	
	<p>5. New Initiative In progress</p>	<p>5. Faculty members Dr. Masud Khawaja, Dr. Keith Carlson, and Shirley Hardman are collaborating on a research project around managing revitalization of Indigenous languages in British Columbia.</p>	
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION How is your institution working with Indigenous peoples and communities to implement the</p>	<p>1. Continuing Initiative Implemented</p>		<p>1. UFV has an Indigenization Committee of Senate; its Vision Statement is: In the spirit of reconciliation, the University of the Fraser Valley and the Indigenous peoples in S’olh Temexw ye Stó:lō will establish an authentic, collaborative and respectful relationship to deliver the expressed</p>

<p>United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p>			<p>educational needs of Indigenous peoples. The vision and mission is available at https://www.ufv.ca/media/assets/senate/indigenization-committee/ICS-Vision-&-Mission-Statements---April-7,-2017.pdf</p>
<p><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education <p><i>Article 15</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <p><i>Article 21</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, 	<p>2. Continuing Initiative Implemented</p>		<p>2. UFV hosted Together We Can: Indigenous Education Forum in S’olh Temexw in May of 2019. The Forum theme, “Together We Can” focused the day on the possibilities of partnerships and the need for working together—between Indigenous communities and organizations and post-secondary institutions; across K-12 and post-secondary; and the role of individuals, family, leadership and community in supporting learners. Two questions guided the Forum:</p> <ol style="list-style-type: none"> i. How can UFV better meet the needs of Indigenous learners? ii. What is it UFV can do better to meet Indigenous community needs? <p>The Forum incorporated Stó:lō protocol, including the identification of two community witnesses who responded to the day.</p> <p>With the President, Provost, Vice Presidents, Associate Vice Presidents and Deans in attendance, the Forum met an important objective of UFV listening to Indigenous community needs, and set the stage for continuing the dialogue.</p>
<ol style="list-style-type: none"> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, 	<p>3. Continuing Initiative In progress</p>		<p>3. UFV is developing a fresh Indigenization Plan, <i>Lálém ye mestíyexw: Re-envisioning a</i></p>

<p>inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>			<p><i>Structure for Indigenization.</i> Highlights of the plan, as well as a link to the entire document, are provided in section 1.1.4.1 (page 14).</p> <p>UFV is committed to a strategy of consolidating and intensifying recruitment and retention of Indigenous faculty, staff and administrators. To “<i>support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners,</i>” UFV has created a senior administrative position—“Special Advisor to the President.” The principal task of this position, currently held by Dr. Eric Davis, is improving the recruitment and retention of Indigenous faculty and staff. The presence of Indigenous role models in university faculty and staff positions is a major factor in improving the recruitment, retention and success of Indigenous students.</p>
	<p>4. Continuing Initiative In progress</p>		<p>4. Recommendation 2 from UFV’s Indigenization Plan calls for the creation of a new position of Si:yam. The Si:yam ensures coordination and communication among four major areas: students, external relationships, recruitment and retention, and academic programming.</p>



UFV Indigenous Graduation Ceremony and Reception & UFV National Indigenous Peoples Day, 2019